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ABSTRACT

This manual describes details for organizing and implementing the Homebound/Cluster-ABE (adult basic education) delivery system designed to serve two to eight students in community-based settings. Participants are persons bound to communities by social, economic, emotional, or physical problems. Settings include participants' homes, local schools, social service agencies, chruches, libraries, and community centers. The first of 10 chapters provides an overview of staff training and tutorial techniques for implementation of the program. Chapter 2 discusses program promotion, including procedures used to select and set up sites and the rationale for determining the type of ABE delivery system to use. Location of Homebound/Cluster-ABE units is considered in chapter 3. Discussion in chapter 4 focuses on procedures to reach and recruit students into the program effectively. Chapter 5 discusses the logistics of arranging schedules to use staff and materials most effectively. In chapter 6, job descriptions that define roles and responsibilities of administrators, coordinating teachers, teacher aides, and students are provided. Chapter 7 presents a discussion of the personal motivations of enrollees. Management of the Homebound/Cluster-ABE operation is presented in chapter 8. Chapter 9 provides various data used in statistical reports and demonstrates methods used to compile records. The final chapter offers suggestions for adaptations of all the previous material for smaller school districts. (YLB)

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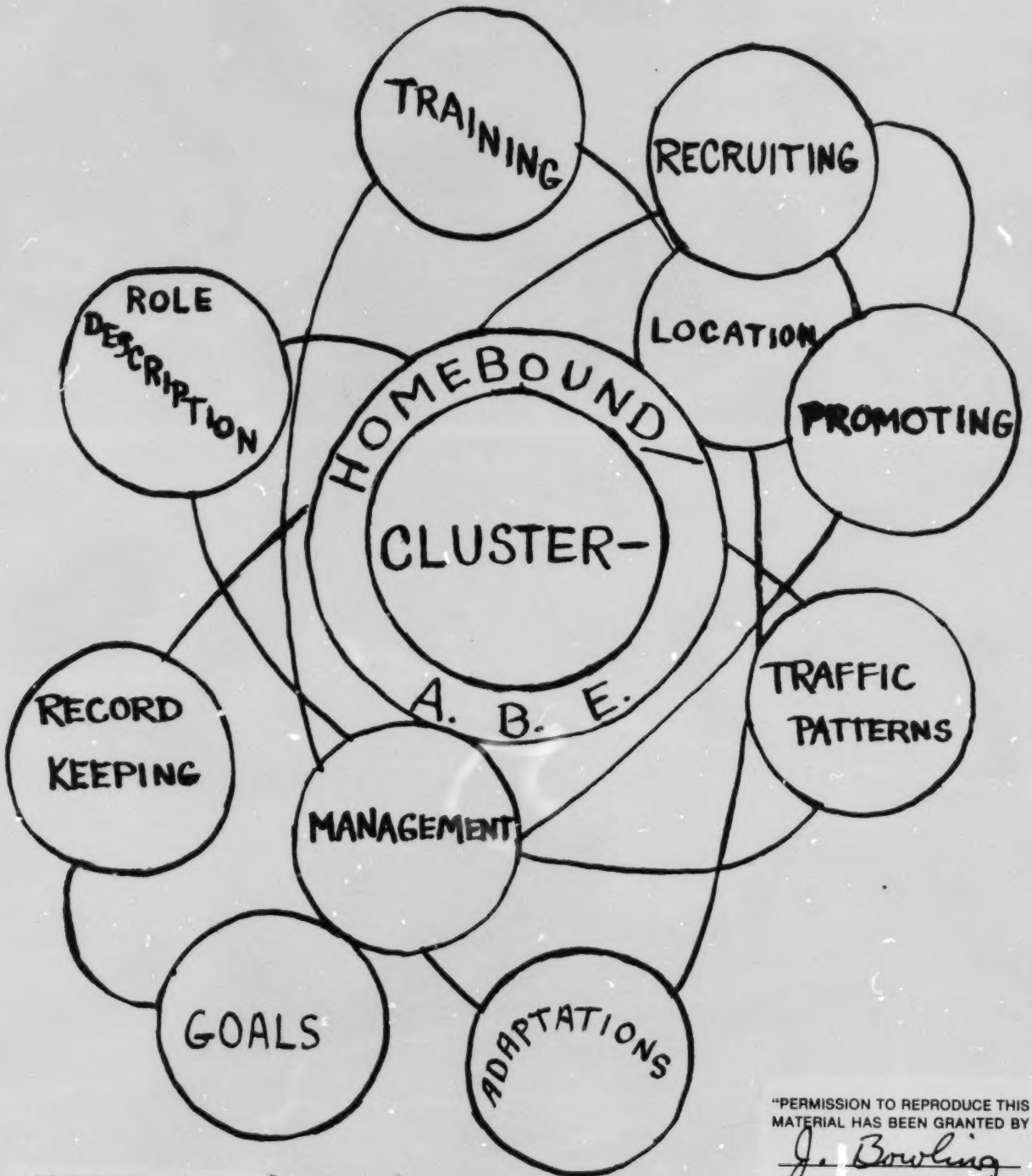

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CINCINNATI PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SERVICES
CONTINUING EDUCATION BRANCH
ADULT BASIC EDUCATION

June, 1979

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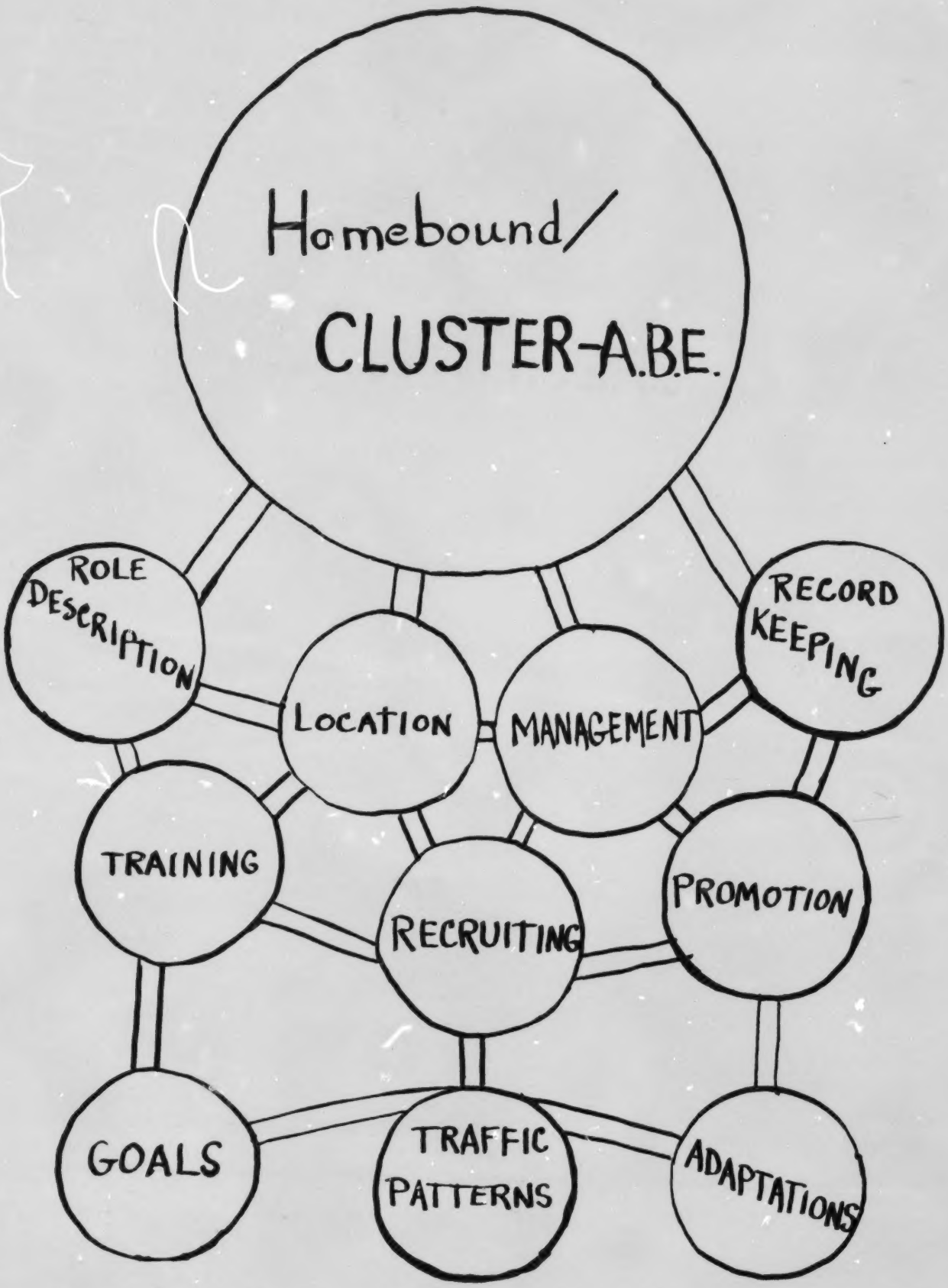
Homebound/
CLUSTER-A.B.E.
ROLE DESCRIPTION
LOCATION
MANAGEMENT
RECORD KEEPING
TRAINING
RECRUITING
PROMOTION
GOALS
TRAFFIC PATTERNS
ADAPTATIONS

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ADULT BASIC EDUCATION

SPECIAL DEMONSTRATION PROJECT - 309

HOMEBOUND/CLUSTER-ABE

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INTRODUCTION

HOMEBOUND/CLUSTER - ABE

A descriptive manual of an individualized instructional delivery system designed to reach the isolated adult learners lost in the urban sprawl.

This descriptive manual was developed by the Adult Basic Educators of the Continuing Education Branch of the Cincinnati Public Schools. The content was compiled from the ongoing HOMEBOUND/CLUSTER-ABE instructional activities. This publication was funded as a Special Demonstration Project - 309 through the State of Ohio, Department of Education, Federal Assistance Bureau. Walter R. Lund, Director of the Continuing Education Branch, led the effort. James V. Gillen, Supervisor, served as Project Supervisor; Willis Adkins, Principal, McMillan Adult Center, provided administrative leadership to the implementation of project activities. Minnie Brown, Adult Basic Education teacher, was Teacher Chairperson of the project; Amy Krabbe, Adult Basic Education teacher, served as Editor. The HOMEBOUND/CLUSTER-ABE staff including Catherine C. Wolters, Coordinating Teacher, teacher aides and office clerk contributed to the project development. An additional part called "Chapter Ten" has been developed by a two state team of program administrators and other experts to provide suggestions for adaptations for small school districts.

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Superintendent

Dr. Willis Holloway
Assistant Superintendent

6/79

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ADULT BASIC EDUCATION
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HOMEBOUND/CLUSTER-ABE: How To Reach Isolated Adult Learners

WHAT IS IT?

The HOMEBOUND/CLUSTER-ABE is an educational activity scheduling mode designed to serve from two to eight students in community-based settings. These students are instructed by a teacher aide acting under the direct supervision of a certified coordinating teacher, who is responsible to a program director, program supervisor and school principal.

Participants in HOMEBOUND/CLUSTER-ABE are those persons bound to their communities by social, economic, emotional, or physical problems. Through the educational activities of HOMEBOUND/CLUSTER-ABE they are introduced to a broader environment with new social outlets, expanded community and educational resources, plus opportunities for development of academic and social skills.

Locations of HOMEBOUND/CLUSTER-ABE include individual participant's homes, local schools, social service agencies, churches, libraries, and community centers throughout the city. Sites chosen are those most conductive to learning, combined with community acceptance and goodwill, and where recruitment incentives are favorable. Many sites provide supplementary support services to assist the student in solving individual problems as well as supplying meeting space and a possibility for storage of related educational materials and equipment.

Details for the HOMEBOUND/CLUSTER-ABE educational delivery system are described in the chapters which follow. Particular notice should be taken in regard to the versatility and adaptability of this scheduling and instructional mode as it may be applied to districts of various sizes and make-up.

HOMEBOUND/CLUSTER-ABE Manual: Chapter 1-10 Topics

Chapter 1 - Training Staff for HOMEBOUND/CLUSTER-ABE: Overview of training of HOMEBOUND/CLUSTER-ABE Staff before going into HOMEBOUND/CLUSTER-ABE tutoring. This data was obtained from interviews with entire staff.

Chapter 2 - Promotion of HOMEBOUND/CLUSTER-ABE in the Community: Procedures used to set up and select HOMEBOUND/CLUSTER-ABE sites, and the rationale for determining type of Adult Basic Education delivery to be used. HOMEBOUND/CLUSTER-ABE in one elementary school will be used to illustrate this topic.

Chapter 3 - Locating HOMEBOUND/CLUSTER-ABE Sites in the Community: Map showing projected and established sites in Cincinnati City School District.

Chapter 4 - Recruiting Enrollee: Procedures to reach students who will attend HOMEBOUND/CLUSTER-ABE. Discussion of various methods used and their effectiveness. The interaction of HOMEBOUND/CLUSTER-ABE Staff and the principal of another low income neighborhood elementary school.

Chapter 5 - Traffic Patterns for HOMEBOUND/CLUSTER-ABE Staff: Logistics of arranging schedules to use staff most effectively. Methods of saving travel time and using staff and materials most effectively. A map illustrating teacher aides route for a day is included.

Chapter 6 - Role Identification: Administrative leadership and responsibility and job descriptions to define roles of coordinating teacher, teacher aides and students. A neighborhood center will be used to illustrate the roles of coordinating teacher, teacher aides, and the Adult Basic Education student in setting up a HOMEBOUND/CLUSTER-ABE site.

Chapter 7 - Special Goals of Students: Information on personal data sheets used to show the expectations of students from HOMEBOUND/CLUSTER-ABE. HOMEBOUND/CLUSTER-ABE site at a day care center will be used as an example.

Chapter 8 - Management of HOMEBOUND/CLUSTER-ABE Operation: The mechanics of the operation of HOMEBOUND/CLUSTER-ABE as a group or singly. Another neighborhood center HOMEBOUND/CLUSTER-ABE group describes this topic.

Chapter 9 - Record Compilation: Introduction of various data used in statistical reports. Demonstration of the methods used to compile records.

Chapter 10 - Two-state team suggestions for adaptations.

CHAPTER ONE: Training Teacher Aides

HOW IS THE HOMEBOUND/CLUSTER-ABE STAFF TRAINED?

The prime ingredient essential to the success of HOMEBOUND/CLUSTER-ABE is the well-trained teacher aide. Prerequisite skills for this position are a basic knowledge of reading and arithmetic, combined with the ability to impact this knowledge through tutorial procedures. These traits must be augmented with a sensitivity to the needs of the individual student, the ability to make decisions, to be organized and capable of following through, yet flexible in working with changing situations.

The teacher aide has a dual responsibility in that they are both recruiters and tutors, who must gather personal data, evaluate student test scores, and determine which materials are best suited to the students' needs under the supervision of a certified teacher. In order to perform these duties with competence, the teacher aide must have self-confidence, be familiar with the available materials, accept supervision, and most of all, develop a good rapport with the students being served and the staff members of any community-based agency in which the HOMEBOUND/CLUSTER-ABE is housed.

The teacher aide is responsible for keeping accurate records pertaining to each student's progress, as well as organizing and maintaining the HOMEBOUND/CLUSTER-ABE study group. To improve job performance, Staff Development activities are designed to assist the teacher aide.

Types Of Training

Staff training for HOMEBOUND/CLUSTER-ABE is a continuing process of three phases: Coordinating Teacher/Teacher-Aide Conferences, Staff/In-Service Training, and Field Observations. A three-week orientation/training period is provided before teacher aides are given individual assignments.

Coordinating Teacher/Teacher Conferences:

The purpose of these conferences are to present objectives and policies and to familiarize the teacher aide with the academic data and social background of prospective students. Peculiarities of the meeting sites can also be discussed. If problems occur, these conferences may be used as a mediation period.

Staff/In-Service Training:

During the early phases of development of the program weekly staff meetings were held to share successful techniques and discuss problems. Teacher aides are now an tegegral part of Staff Development activities, which cover a wide range of topics pertinent

to basic educational skills, development and assessment of Adult Basic Education students' needs. Staff instructor leadership performance and identifying successful methods of attracting and enrolling HOMEBOUND/CLUSTER-ABE students, as well as maintaining the students' interest while striving to assist the student in reaching his predesignated goal are included. A list of topics indicating the scope of training follows. Staff Development topics covered in this manner during 1976-79:

-- Reading Skills Instruction

-- Development of Instructional Modules for Competency-Based Adult Instruction

-- Record Keeping and Counseling Guidelines

-- Integrating Competency-Based Adult-Based Education Curriculum

-- Layman's Law Book

-- The Michigan Experience

-- Implementing Project REAL

-- Reading Instruction Clinic

-- Assessment of Needs: Methods and materials to determine strengths and weaknesses of students

-- Individual Assessment: Use of testing profile to determine students' levels and weaknesses and assign materials

-- Designing Prescriptions: Use of testing profile and Adult Basic Education Materials Bibliography to assign materials and estimate time needed for remedial program

-- Reading Materials: Bibliography and display of materials available for each level.

-- Audio-Visual Equipment and Classroom Management

-- Mathematics Materials and Placement

-- Counseling Techniques and Materials

-- Use and Maintainence of Audio-Visual Equipment

-- Rules and Regulations Concerning the G. E. D. (General Education Development Test)

-- Classroom techniques for Use with G.E.D. Students - English and Mathematics

-- Demonstration of Project SAVE

-- Objectives of Adult Performance Level Potpourri: Agency teachers share techniques

-- Discovering Metrics

-- Community Services and Resources and How to Locate Them

Field Observations:

The observation of active HOMEBOUND/CLUSTER-ABE sites provides new teacher aides with a working model through which they may experience the group organization by the acting teacher aide, note the specific differences of the individual site, and see demonstrations of different approaches being employed. This training technique allows the teacher aide to become familiar with the community -- an important factor in relating to the students being served.

Orientation/Training Period:

The three-week Orientation/Training Period, with its scope and complexity, may be best understood by noting the particulars of the HOMEBOUND/CLUSTER-ABE Staff Training Model which follows next. A bibliography is located at the end of the manual listing materials utilized.

Note that in the model the term "Trainee" will refer to the newly hired teacher aide, while "teacher aide" denotes those with experience. The "coordinating teacher" shall be the general leader of the teacher aides.

HOMEBOUND/CLUSTER-ABE: Staff Training Model

FIRST WEEK

DAY ONE

Morning Session

Leader: Coordinating Teacher/Teacher Aide assisting
Objectives: To present program objectives and responsibilities
To outline routine procedures
To point out basic characteristics of the Adult Basic Education (ABE) student

CHAPTER ONE: (Continued)

Materials/Equipment: - Teaching Reading to the Untaught
- Preventing Dropouts in Adult Basic Education

Afternoon Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To demonstrate testing procedures and use of manual (Working with Level 1 students) (0-3)

Materials/Equipment: - (Sample Tests)
- California Test of Adult Basic Education (TABE) Level E
- Survey of Adult Education
- Wide Range Achievement Test (WRAT)

DAY TWO

Morning Session

Leader: Coordinating Teacher/Teacher Aide
Objectives: - To demonstrate manuals and reading materials for Level 1 students
- To present language arts materials for Level 1 students (0-3.0)

Afternoon Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To demonstrate, through personal visit to HOMEBOUND/CLUSTER-ABE site, interaction with Level 1 students (0-3)

DAY THREE

Morning Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: -To present materials and manuals for mathematics - Level 1 (4-6)
-To review methods for teaching adults

Afternoon Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To make additional visits to HOMEBOUND/CLUSTER-ABE sites for observation

- To look for teacher-made or commercial teaching aids in use
- To note adaptability of materials for use with adults

CHAPTER ONE: (Continued)

DAY FOUR

Morning Session

Leader: Coordinating Teacher/Teacher Aide
Objectives: - To examine and determine correct use of audio-visual equipment

Materials/Equipment: Aud-X, Tach-X, Controlled Readers, Listening Tapes, Tape Reader

Afternoon Session

Leader: Adult Basic Education Teacher
Objectives: - To observe Adult Basic Education Reading Laboratory class using audio-visual materials. Trainees will role-play the part of the students after observation is complete to demonstrate attained understanding.

DAY FIVE

Morning Session

Leader: Coordinating Teacher/Teacher Aide
Objectives: - To provide practice time with audio-visual equipment and materials for the purpose of proficiency

Afternoon Session

Leader: Coordinating Teacher
Objectives: - To share successful teaching techniques and possible problems
- To meet other instructor assistants
- To discuss peculiarities of individual sites

SECOND WEEK

DAY ONE

Morning Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To present test materials and manual for Level 1 students (4-6)
To present for discussion recruiting techniques used in enrolling HOMEBOUND/CLUSTER-ABE students

CHAPTER ONE: (Continued)

Afternoon Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To establish basic characteristics of Level 1 students (4-6)
- To study sample cases of Level 1 to prescribe a program of remedial activities

DAY TWO

Morning Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To review manuals and reading materials for Level 1 students (4-6)

Materials / Equipment: - Controlled Reader Student Books: Educational Development, Inc., Cambridge Publishing Company

Afternoon Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To familiarize trainees with skills developments kits

Materials / Equipment: - Barnell Loft, Specific Skills Kit; Social Studies Study Skills, Science Study Skills

DAY THREE

Morning Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To present mathematics materials and manuals for Level 1 students (4-6)
- To study Diagnostic Mathematics Test

Materials / Equipment: - S.R.A. Computational Skills Kit
Steck Vaughn Diagnostic Mathematics Test

Afternoon Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To present Reading Kits for Level 1 students (4-6)

Materials / Equipment: - We Are Black and Dimensions in Reading
Science Research Association

Reading Attainment
Grollier Educational Corporation

CHAPTER ONE: (Continued)

DAY FOUR

Morning Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To present manual and materials for Level 1 Language Arts (4-6)

Materials/Equipment: Spelling Skills Kit
"Grammar" Filmstrip

Afternoon Session

Leader: Teacher Aide
Objectives: - To observe HOMEBOUND/CLUSTER-ABE sites with Level 1 students and those with special problems (physically or emotionally handicapped)(4-6)

DAY FIVE

Morning Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To present for discussion materials on the physical and psychological make-up of Adult Basic Education students

Materials/Equipment: Psychology of Adult Learner
Preventing Dropouts in Adult Basic Education

Afternoon Session

Leader: Teacher Aide
Objectives: - To observe instructional activities in an additional HOMEBOUND/CLUSTER-ABE group

THIRD WEEK

DAY ONE

Morning Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To present manuals and testing materials for Level 2 students (8-12)

CHAPTER ONE: (Continued)

Afternoon Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To examine personal data sheets and basic record keeping procedures

DAY TWO

Morning Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To present reading materials and manuals for Level 2 students (8-12) (G.E.D.) Reading in the Content Areas

Afternoon Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To examine content of Level 2 materials for English, Social Studies and Science 2 (8-12)

DAY THREE

Morning Session

Leader: Teacher Aide/Coordinating Teacher
Objectives: - To study materials for Level 2 students in mathematics (8-12)

Materials/Equipment: Algebra, G.E.D. Mathematics texts, Mathematics Skills Kits

Afternoon Session

Leader: Coordinating Teacher
Objectives: - To experience students' feelings by taking sample survey test

DAY FOUR

Morning Session

Leader: Coordinating Teacher
Objectives: - To introduce manuals and materials on Coping Skills

Afternoon Session

Leader: Coordinating Teacher
Objectives: - To present locations of Community Resources and Social Agencies available

CHAPTER ONE: (Continued)

Afternoon Session (Continued)

Objectives: - To demonstrate use of Directory of Community Resources stressing areas of greatest value for use with enrollees

DAY FIVE

Morning Session

Leader: Teacher Aide
Objectives: - To visit HOMEBOUND/CLUSTER-ABE sites using Level 2 materials and techniques (8-12)

Afternoon Session

Leader: Coordinating Teacher/Teacher Aide
Objectives: - To share successful techniques and material usage
- To discuss mutual experiences of the Orientation/Training period

During the Orientation/Training Period time should be set aside to go over basic routine procedures, giving the when, where, and how for each. The following areas are not neglected in lieu of the other factors which are seemingly more important.

ROUTINE PROCEDURES TO BE NOTED BY TEACHER AIDES:

Reporting of Absence from Work

- Report it early to person in charge of agency and school office.
- Give reason for absence and expected time to be off work to school office.
- Be sure all necessary forms are filled out in compliance with school office system's practices.

Schedules

- Know how to report any schedule changes and to whom.
- Be sure of personal instructional schedule or individual office duties.
- Know where to report and to whom, if there is unscheduled free time, as well as what duties should be done.

Forms

- All forms should be understood as to their uses, how they are to be interpreted, and when they are to be used.

- The types of record keeping required of each teacher aide should also be itemized.

Pay Days

- When they occur, and where pay checks are distributed should be pointed out.
- All employees must be aware of the basic operating procedures if they are to function well.

Below is a sample list of procedures which each instructor assistant is directed to follow as assigned by the coordinating teacher when on duty in the central HOMEBOUND/CLUSTER-ABE office:

- Immediately inform office that you are on duty.
- Update assigned student records.
- Update daily schedule.
- Make contact with students who are unable to attend due to unfavorable weather conditions.
- Review recruiting progress with coordinating teacher.
- Complete assignments listed on notice sheets from the coordinating teacher.
- Review student progress with coordinating teacher.
- Make telephone contact with potential enrollees.
- Record payroll report.
- Complete necessary travel forms.
- Answer in-coming calls and record in office log.
- Be responsible for securing door before departure.
- Personally deliver written statistical reports on dates due. (Do not use any other method of delivery.)
- Revise schedule of instruction with coordinating teacher.
- All other work should be completed in the HOMEBOUND/CLUSTER-ABE Adult Basic Education staff room.

Note: Smoking is permitted ONLY in the Adult Basic Education HOMEBOUND Office or in the cafeteria.

CHAPTER TWO: Promotion of HOMEBOUND/CLUSTER-ABE

HOW DOES HOMEBOUND/CLUSTER-ABE RESPOND TO A NEED?

A need for ABE educational activities exists in all communities where people are bound to that locale due to economic, physical, and personal problems. Thus, the first task demanding attention is to respond to these needs of the under-educated adult lost in the urban sprawl, but who demonstrates a desire to enroll in learning activities, if such were available. In 1974 the ABE-HOMEBOUND answered the challenge by initiating such educational opportunity in the individual student's homes. It is from these initial endeavors that the HOMEBOUND/CLUSTER-ABE has grown.

Once need is established, the next task demanding attention is pinpointing sites and developing techniques whereby the general public can best be informed of the availability of the new instructional delivery service.

At its start, the initial step taking Adult Basic Education instruction into homes in the community, was through letters from the coordinating teacher, addressed to churches, schools, community councils, and existing social service agencies, who served the groups. The elderly and the handicapped were first contacted. Additional contact by phone and/or personal visit to the service agencies was expanded to include door-to-door canvassing, but this practice proved to be overly time-consuming, as well as limited in scope. Despite utilization of two teacher aides, assigned to knock on doors of a designated area of the city, specifically low-income housing projects, lack of response and inability to make contact demonstrated that this phase of promotion was ineffective. Potential ABE enrollees remained unattended and unattractable.

The use of hand-outs has proven to be more beneficial as a contact medium. These hand-outs describe the new educational system available and explain how to secure it. Such hand-outs are distributed by either the coordinating teacher or the teacher aides to various social agencies, such as, welfare, services for the senior citizen, and those offering support services in the community where further dissemination to individuals can be more realistically accomplished.

Mutual interest on the part of elementary school principals in aiding ABE-HOMEBOUND has contributed to the present method used by HOMEBOUND/CLUSTER-ABE. With the elementary school acting as a hub for neighborhood activities, the principal may act as a catalyst in a two-fold way; the principle act to donate meeting space for a HOMEBOUND/CLUSTER-ABE, and allow elementary grade students to act as messengers by taking home pamphlets informing their parents of the availability of instruction through the HOMEBOUND/CLUSTER-ABE, which is now within their reach.

Following the initial contacts to determine location and to gain such permission as may be necessary, the coordinating teacher and the teacher aides must develop a general information handout, which can be distributed at all cooperating schools, agencies, churches, libraries, or other centers.

The following exemplary handout depicts the type regularly distributed:

CINCINNATI PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SERVICES
CONTINUING EDUCATION BRANCH
ADULT BASIC EDUCATION

HOMEBOUND AND CLUSTER-ABE

MC MILLAN ADULT CENTER

Coordinating Teacher:

Teacher Aides:

Days and Hours: For individual daytime home instruction, once each week for approximately three hours.

For HOMEBOUND/CLUSTER-ABE (small groups of two to eight), instruction once or twice each week for a minimum of three hours.

To Apply: Call: Hours: Days:

Instructional Areas: Reading and Arithmetic, basic levels
Pre-GED Content Areas
GED Preparation
Counseling for referral to other Continuing Education opportunities

****

A follow-up meeting is next set up between the teacher aide and the principal or agency representative to determine the times study space is available for use and the possible

resources that the school or agency can and will make accessible to the program. The coordinating teacher is included in this meeting.

One elementary school HOMEBOUND/CLUSTER-ABE site can be used to illustrate this process. The teacher aide contacted the principal to explain the ABE program and HOMEBOUND/CLUSTER-ABE. The principal responded by permitting the informational handout to be distributed at P.T.A. meetings and taken home by the school children. The tutoring and remedial reading room was offered for use as a HOMEBOUND/CLUSTER-ABE meeting site, and the school clerk acts as an intermediary for messages between enrollees and the teacher aide. The principal hoped to improve school-community relations by accomodating such a program.

This same procedure, using an informational handout, has been implemented through the cooperative efforts of leaders of community centers and other similar organizations, thus making a HOMEBOUND/CLUSTER-ABE program available where the establishment of a regular ABE class would not normally be feasible. In addition to both the ABE and HOMEBOUND/CLUSTER-ABE program.

The following list illustrates a two year breakdown of HOMEBOUND/CLUSTER-ABE sites:

- Schools 16 (14 elementary, 1 jr. high school, 1 sr. high school)
- Churches 5
- Day Care Centers 2
- Senior Citizens Services 3
- CommunityCenters 9
- Community Councils 8
- Rehabilitation Health Centers 5
- Libraries 6
- Y.M.C.A./Y.W.C.A.'S 4

ALTERNATIVE PROMOTIONAL POSSIBILITIES

Teacher Referrals:

Adult Basic Education teachers can contribute to formation or augmentation of HOMEBOUND/CLUSTER-ABE when particular enrollees require tutorial help beyond that which they receive during regularly scheduled evening ABE classes, or must find alternative instructional times, due to a shift in working hours, or a "close-to-home" location, because of transportation problems.

Adult Basic Education Satellite Counselor:

In response to inquiries regarding availability of instruction throughout the district this counselor can provide the HOMEBOUND/CLUSTER-ABE number and promote use of this instructional system.

Regular Day School Programs:

The ABE and HOMEBOUND/CLUSTER-ABE housed in a regular day school, allows for promotion through the visiting teacher aide, who can explain the program to other teachers in the same facility, as well as to parents of the school's students. "Word-of-mouth" promotion is often extremely beneficial to disseminate knowledge throughout the local area being served.

Agencies:

Public service agencies requesting educational components, but whose potential enrollment is too small to be feasible for a regular ABE class, are advised of the alternative HOMEBOUND/CLUSTER-ABE, which can be quartered with the agency, even with small enrollment, and thus provide a positive answer to the need. Without the HOMEBOUND/CLUSTER-ABE some strata of the community would be left with their instructional needs unattended.

ABE HOMEBOUND/CLUSTER-ABE Office and Telephone:

For purpose of coordinating ONLY ONE PHONE NUMBER is used in correspondence, handouts, and posters. Thus this office becomes the clearing house for all inquiries, student placement, and promotion. The office becomes even more vital when coupled with other promotional activities.

The tallies shown below indicate through which means potential enrollees become aware of HOMEBOUND/CLUSTER-ABE and the resultant actions:

Recorded Number and Types of Inquiring Callers *

Individual Telephone Inquiries	59	
Community Based Agency Inquiries	10	
	69	Total

The Sources of Referral For the 69 Callers

School Personnel including Counselors, Principals, School Office Personnel or Central Office Staff:	12	
Adult Basic Education Teachers	2	
HOMEBOUND/CLUSTER-ABE Informational Handouts distributed through regular day schools	38	
Community-Based Agency Personnel	7	
	69	Total

Adult Basic Education Recommendations For Callers

HOMEBOUND/CLUSTER-ABE enrollment and assignments	25	
Individual home instruction on enrollment and assignments	28	
Standard ABE class referral	4	
Adult High School credit program referral	3	
Undetermined results, no name given over phone	9	
	69	Total

* Sample period twenty school days following distribution of informational handouts

CHAPTER THREE: Location of HOMEBOUND/CLUSTER-ABE Units

WHERE DOES HOMEBOUND/CLUSTER-ABE GO?

Determining the setting for HOMEBOUND/CLUSTER-ABE is of critical importance in regard to service to the individuals for whom the program is designed. A knowledge of the geographic area and its residents, including the social and economic structuring, should be studied, specifically noting where percentages are highest. A survey of community and social service agencies, to be contacted as possible sites, is being made. From these facts, a specific number of target locations may be chosen. It is of prime importance to select co-promoters or hosts, who apparently have a positive image in the community at large or a regular clientele. The HOMEBOUND/CLUSTER-ABE structure aims at serving a geographic area of approximately five miles.

Records of correspondence supply information pertaining to requests for the establishment of a standard ABE class, with notation one could not be formed because there are insufficient enrollee numbers to do so. These sites deserve primary study and contact. When standard ABE classes cannot answer the need, the HOMEBOUND/CLUSTER-ABE has this potential to do so.

After possible sites are selected, the personal contact of the coordinating teacher with those in charge of the locations is made by phone or letter explaining the HOMEBOUND/CLUSTER-ABE program and how it could fit into the area. If a positive response is evidenced, then the coordinating teacher makes a personal visit to the site to evaluate the facilities and determine feasability. This meeting with staff personnel at the site can allow dialogue beneficial to the development of the program, as well as the individual component being considered.

Promotion is the next phase of development. When so devised, the teacher aide assigned to the location meets with the agency personnel to determine times of availability of the facilities, so that brochures can be made up for circulation in the neighborhood. Methods of circulation can also be discussed at the joint meeting. A reasonable time is allowed between the initial brochure distribution and the proposed starting date to allow a reasonable number of people to become aware of the new program.

When sites for HOMEBOUND/CLUSTER-ABE have existed previously, recontact should be made no less than two weeks prior to the beginning of the school year to confirm intentions to continue the program for the coming year. Telephone contact with the HOMEBOUND/CLUSTER-ABE list agencies is used to update important information regarding new contacts or staff persons within the agencies or other changes which may affect the program. The next concern is attracting those people for whom the HOMEBOUND/CLUSTER-ABE is designed.

CHAPTER THREE: (Continued)

"The Conquest of the Hill" -- A Success Story for HOMEBOUND/CLUSTER-ABE

(Following is an example of the successful execution of this process by the model program).

"The Hill" had an established ABE class at the local public library branch. Its success was an asset to the community, but its effects were limited, in that everyone on "the hill" would not go to the library. The population served by the library did not mix socially with large segments of the neighborhood, thus producing a polarization of natural groups which were cut off as potential ABE enrollees and whose needs were not being met. The rate of high school drop-outs in this area, as determined by census data, indicated that a greater need existed than the established class had the capability to meet. A request from a nearby service agency proved to be the answer to solve the problem of aiding those still in need of ABE/GED services in the neighborhood.

After meeting with the agency staff, the consensus of opinion was that a teacher aide should be assigned on a one night per week basis to promote and recruit. A HOMEBOUND/CLUSTER-ABE unit was established. Enrollment proportions grew gradually with the end result, approximately two years later being the establishment of a regular ABE class at the same site. A class had been built via the HOMEBOUND/CLUSTER-ABE route. During the interlude, from inception of a full-fledged class, it proved to be an asset to the community and the interaction between the HOMEBOUND/CLUSTER-ABE staff and the agency personnel proved a productive partnership. Thus the "Hill" had been conquered.

CHAPTER FOUR: Recruiting Enrollees

WHAT TARGET POPULATION IS SERVED?

Recruiting is the process by which a potential enrollee becomes an active student attending a HOMEBOUND/CLUSTER-ABE group. It is a systematic and continuous process; a district-wide promotional campaign combined with a careful response to inquiry. Beyond the general recruiting the promotion, an intensive person-to-person strategy is developed. Active recruiting is carried out at many deviating points. The most important participants and their individual activities are presented below:

Continuing Education Directory and Supervisor:

Letters or telephone requests to the program director's office for Adult Basic Education services may be referred to the coordinating teacher from the director or supervisor to investigate which type of educational service may be best suited to the location, as per program guidelines.

Supervisor and Coordinating Teacher:

The office of the coordinating teacher acts as general clearing house for all types of inquiries. When individual requests are submitted by phone, letter, or personal contact, the type of instructional delivery system best suited is ascertained through a concerned effort. The coordinating teacher reports to the project supervisor, who in turn, may recommend opening a regular class or a HOMEBOUND/CLUSTER-ABE group.

Teacher Aides:

In the week preceding the reopening of HOMEBOUND/CLUSTER-ABE at the start of the school year, the teacher aide contacts all students previously enrolled. Inquiries made at the office of the coordinating teacher or the HOMEBOUND/CLUSTER-ABE site itself are forwarded to the teacher aide, who in turn, canvasses this group, acquainting them with the format of HOMEBOUND/CLUSTER-ABE, and explaining all pertinent information.

The Adult Basic Education (ABE) Instructional Staff:

When ABE teachers have students who are unable to attend regularly scheduled classes, these teachers may recommend the HOMEBOUND/CLUSTER-ABE as a desirable alternative. Students also may ask advice for other members of their families who cannot attend regular ABE classes, but whose needs could be served through HOMEBOUND/CLUSTER-ABE.

Sponsoring Agencies:

Most agencies which request Adult Basic Education programs both provide and maintain enough students to keep the group functionally operative, but others, because of a limited clientele are responsible for recruiting. To help boost enrollment or retain enrollment, many agencies supply follow-up or other supportive services. Many agencies have staff education programs for some of their clients and use the HOMEBOUND/CLUSTER-ABE as an important component. Agencies also make use of brochures and posters, as well as notices placed in their community, church, civic bulletins, or community newspapers.

HOMEBOUND/CLUSTER-ABE Student:

Perhaps the most effective recruiter is the HOMEBOUND/CLUSTER-ABE student. The student who has had positive experiences usually shares them with others, often potential students, and thus makes others in their community aware of the educational opportunities available. As in the promotion of all commodities the "personal recommendation" seems to be the most successful.

Since the individual is the best advertisement, some of the following strategies may be used to make the enrollee more comfortable, and at the same time more productively successful. The opportunities are free and materials are provided. Programs are self-paced, and tests are diagnostic in nature. The agency may help in providing access to a coffee pot, vending machines, child care or baby-sitting services, and things needed to make the student feel at ease in his surroundings.

Observable factors which contribute to the positive atmosphere may be among those listed below, all of which have been experienced during the observation of HOMEBOUND/CLUSTER-ABE sites in preparation for developing this manual.

-- Students await the arrival of the teacher aides.

-- Students, because they are highly motivated, begin work immediately.

-- Students express concern for absent students.

-- Students take active interest in fellow students' progress and take pride in their success.

-- A friendly and informal atmosphere with casual conversation is present.

-- Students work independently and make good use of teacher aide help.

-- Lack of decor or limitations of the room seem of little importance.

-- Teacher aide has structured time to allow for individual student needs.

-- Teacher aide uses diagnostic test findings to counsel the student and set up programs for remediation.

Interaction is perhaps the key word to success. Each member of the team can play an important part by their positive attitude and active participation. Keeping of records of referrals and contacts aids in the successful recruiting of enrollees. The following sample form may be utilized in the technique.

CHAPTER FIVE: Traffic Patterns for HOMEBOUND/CLUSTER-ABE Staff

HOW IS ECONOMICAL UTILIZATION OF STAFF ACHIEVED?

The word traffic as applied to the HOMEBOUND/CLUSTER-ABE program refers to the scheduling of teacher aides so as to best utilize their time. Of major consideration is the instructional assignment in terms of time and travel distances within the district, allowing for some time spent in office duties.

Time - Distance - Responsibilities -- each of these aspects must be carefully studied before individual assignments can be determined. These three factors do not function in isolation, but tend to overlap.

TRAVEL: School district maps pinpoint the exact locations for HOMEBOUND/CLUSTER-ABE units. Each teacher aide is given a specific sector to service. Ideally each teacher aide will make a cross-district round trip only one day per week. However, change of assignments during the school year may cause conflict. During the first week the teacher aide clocks travel time and determines mileage to specific assignments. These statistics are then carefully studied by the coordinating teacher, with a view to possible rescheduling for purposes of time and fuel economy. The teacher aides are reimbursed for mileage traveled between the first scheduled site and the last one (at the present rate of 15¢ per mile). This amount is reported after each meeting as the same route is followed.

INSTRUCTIONAL TIME:

After experimentation, it has been determined that the most economical amount of time spent for instruction on the part of both teacher aide and student alike is a three hour block. Some locations may use a two hour instructional block due to lack of availability of the space allocated for this purpose. When this occurs a single home instruction is inserted into the schedule at a nearby residence.

OFFICE TIME:

The time alloted to office duties is for the necessary mechanics of report keeping and making contact with those students who have missed sessions or have requested enrollment by phone. The HOMEBOUND/CLUSTER-ABE office time is for conferences with the coordinating teacher, discussion of problems, and the replacement of materials or preparation of staff-made ones.

Composite maps graphing the traffic patterns of the HOMEBOUND/CLUSTER-ABE staff are given with corresponding schedules demonstrating the necessity for careful

planning. It is also of the utmost importance to know the whereabouts of each teacher aide at all times. (Any deviation should be noted at the earliest possible time.) Individual teacher assignment charts are maintained in the central office of HOMEBOUND/CLUSTER-ABE. All group sessions are listed by location, name, address, phone number, and contact person's name.

Mileage/Student Ratio *

This is a sample of one teacher aide's mileage between the assigned locations for a period of one week. A total ratio of students served to miles traveled is also given.

Monday

	Students	Miles
Location #1	9	3.5
#2	2	4.5
#3	3	2.5
Total	14	10.5

Tuesday

	Students	Miles
Location #1	10	5.0
#2	21	4.5
Total	31	9.5

Wednesday

	Students	Miles
Location #1	9	3.5
#2	2	4.5
#3	21	2.5
Total	32	8.0

Thursday

	Students	Miles
Location #1	10	5.0
#2	7	3.5
#3	2	7.0
Total	19	15.5

Friday

	Students	Miles
Location #1	3	.5
#2	5	7.0
#3	4	2.0
Total	12	9.5

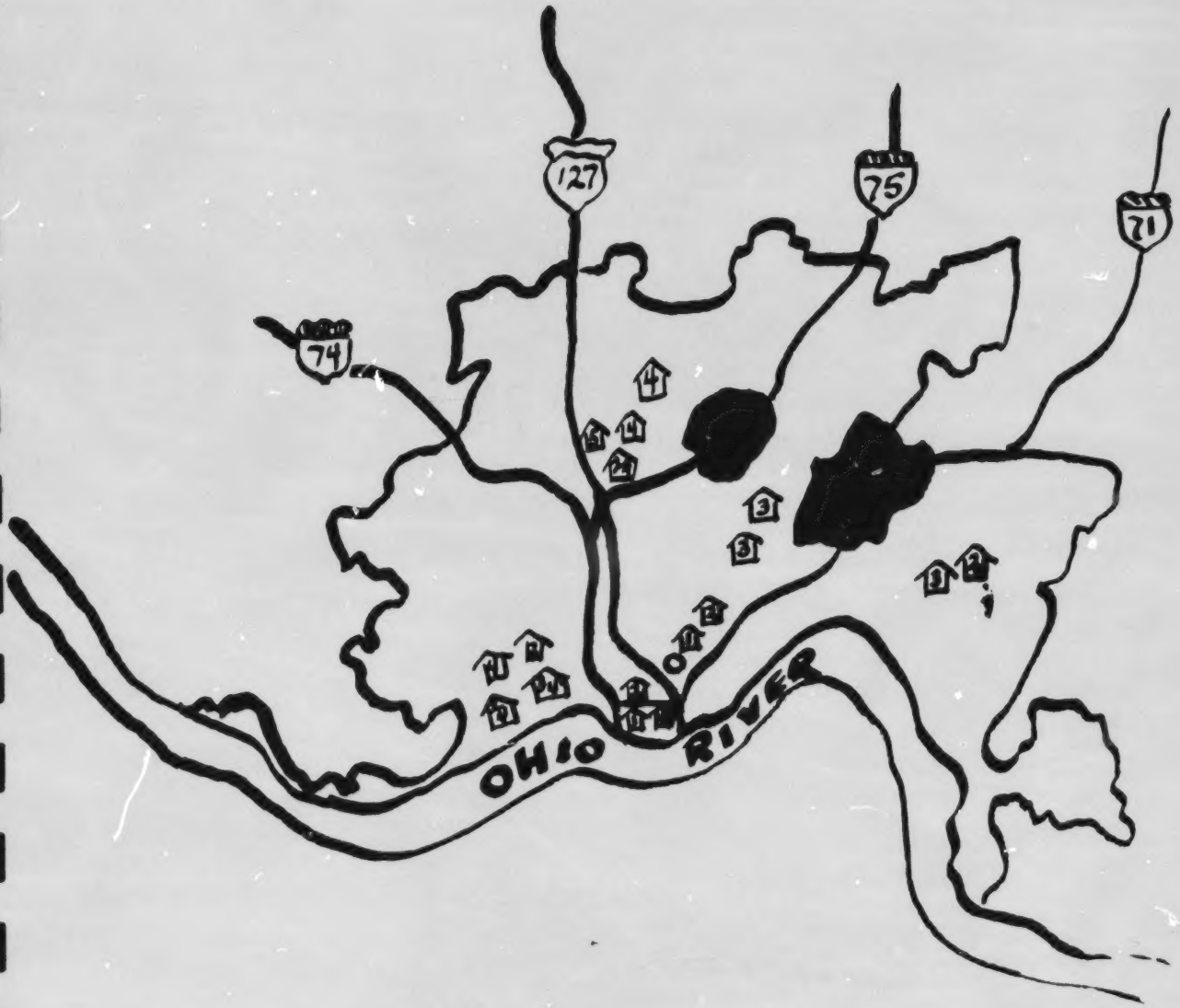
Total Students 108 Total Miles 53

This results in an approximate ratio of almost two students served for every mile traveled. Such a ratio fluctuates on a daily basis, due to outside factors, such as, weather conditions, changes in numbers enrolled, and completions of students in reading their desired goals. The total ratio is also altered as teacher aides' assignments may be changed to meet the needs of the community.

* Taken From Reported Records

HOMEBOUND/CLUSTER-ABE

GROUP INSTRUCTION SCHEDULE



This map illustrates the scheduling of instruction at various locations.

Schedule Legend	
Monday	1
Tuesday	2
Wednesday	3
Thursday	4
Friday	5

HOMEBOUND/CLUSTER-ABE

TEACHER AIDES WORK ROUTE

This map illustrates the traffic route patterns whereby teacher aides reach the greatest number of enrollees with economy of time and distance.

Travel Legend
Teacher Aide #1 ....
Teacher Aide #2 ----
Teacher Aide #3 .-.-
Central Office 0
HOMEBOUND/CLUSTER-ABE Location *

HOMEBOUND/CLUSTER-ABE

TEACHER AIDES RECRUITING AREAS

This map illustrates the areas in which teacher aides recruit establish new cluster.

Recruiting Legend
Teacher Aide #1 -
Teacher Aide #2 -
Teacher Aide #3 -

HOMEBOUND/CLUSTER-ABE ASSIGNMENTS

Teacher Aide _____ Home Phone _____

Coordinating Teacher _____ Date _____

DAY	A.M.	P.M.
MONDAY	#1 Name of CLUSTER-ABE Address: Phone: Contact Name: Time: 8:30 - 10:30 A.M.	#2 Individual Home Instruction Student's Name: Address: Phone: Time: 10:45 - 12:45 P.M.
		#3 Individual Home Instruction Student's Name: Address: Phone: Time: 1:45 - 4:00 P.M.
TUESDAY	#4 Individual Home Instruction Student's Name: Address: Phone: Time: 8:30 - 11:30 A.M.	#5 Name of CLUSTER-ABE Address: Phone: Contact Name: Time: 12:30 - 4:00 P.M.
WEDNESDAY	#6 Name of CLUSTER-ABE Address: Phone: Contact Name: Time: 8:30 - 11:30 A.M.	#7 Name of CLUSTER-ABE Address: Phone: Contact: Time: 12:30 - 4:00 P.M.
THURSDAY	#8 Individual Home Instruction Student's Name: Address: Phone: Time: 8:30 - 11:30 A.M.	#9 Name of CLUSTER-ABE Address: Phone: Contact: Time: 12:30 - 4:00 P.M.
FRIDAY	#10 Individual Home Instruction Student's Name: Address: Phone: Time: 8:30 - 11:30 A.M.	#11 Office Duty 12:30 - 4:00 P.M.

Circumstances often require a sudden change in schedule. Such changes are reported, as soon as possible, to the HOMEBOUND/CLUSTER-ABE office and a replacement instructional activity is inserted into the schedule. During the initial organization of individual HOMEBOUND/CLUSTER-ABE groups, each teacher aide makes alternate plans to meet with group members at their residences should the need arise. A special time slot it projected into the schedule to accommodate this action. Extreme weather conditions may be the controlling factor preventing enrollees from attending the group session. The alternative time slot can then be used to keep in contact with the HOMEBOUND student and to assist in furthering academic activities.

All changes in basic scheduling must be authorized. This can be done by phoning the HOMEBOUND/CLUSTER-ABE office, contacting the coordinating teacher and receiving the necessary confirmation. (A sample schedule chart is included with the illustrative maps.)

CHAPTER SIX: Role Identification

WHAT PERSONNEL ARE ESSENTIAL?

An examination of the roles of all parties contributing to the successful design, supervision, coordination and instruction involved in providing the HOMEBOUND/CLUSTER-ABE delivery system of adult learners follows:

Program Director

This title is generally understood to apply to the key administrator to all implemented programs of instruction under the umbrella of Continuing Education. Special attention herein is directed to the unique relationship between this position and HOMEBOUND/CLUSTER-ABE. School district's sources of funds and prioritization of allocations to various budgets within Continuing Education are controlled from this position. A clear understanding of program and community needs for HOMEBOUND/CLUSTER-ABE is required by the person in this position.

The several broad areas of concern mentioned here are directly assigned to this role. The Director of the Branch of Continuing Education performs the role much as a superintendent might in a small urban or rural school district. The assignments include:

Funding and Budgeting

Submits Adult Basic Education proposal to district superintendent, who in turn forwards it to the Division of Federal Assistance, State Department of Education, for approval. Prior to the submission of the proposal, basic program factors must be determined by consulting with administrative assistants and reviewing impact data, ascertaining areas of need, and establishing a ratio of coordinating teacher, teachers, and paraprofessionals.

Supervision

Responsible for direct supervision of all aspects of the program either personally or through delegated supervisory personnel. This supervision must encompass fulfillment of obligations to federal guidelines, local district policies, community needs, and individual enrollees goals.

Coordination

Determine the optimal scope of HOMEBOUND/CLUSTER-ABE to the overall Adult Basic Education program. In one exemplary Adult Basic Education enrollment of 6,000 to 7,000, a sub-total of 600 to 800 students have been assigned to HOMEBOUND/CLUSTER-ABE. Future federal guidelines indicate that this sample

Coordination

ratio may change. Indications are that the formula for determining this ratio will be adjusted to serve the needs of non-profit social service agencies requesting educational components.

By reason of these new guidelines, coordination will include initiation or expansion of a delivery system, such as HOMEBOUND/CLUSTER-ABE and all its ramifications. Integrating this new system into established Adult Basic Education programs is a key challenge and solution for the person in this position.

Curriculum Design

Maintain and complement the recognized curriculum of the Adult Basic Education program. Utilization of Staff Development In-Service meetings provides a format through which the integrity of the curriculum is enhanced by the project director. Composition of an adopted training phase for all HOMEBOUND/CLUSTER-ABE staff can provide the format for locally adopted curriculum.

Personnel

Establish job descriptions, supervise and participate in personnel selection and evaluation. The program director determines the specific qualifications for each staff person under this administration. Key items to be considered are: educational background, special skills, necessary certification and aptitude. Three levels of staff personnel are under this jurisdiction: assistant administrative, teachers, and paraprofessional. The program director promotes the harmonious interaction of all these elements, while being responsible to the superintendent and working in conjunction with other school administrators.

A practical example of the program director's enactment on a day-to-day basis in direct contact with the HOMEBOUND/CLUSTER-ABE staff is in the setting of Adult Basic Education Staff Development In-Service meetings. Here, the director demonstrates leadership as a trend setter, a budget controller, a reporter of legislative issues pertinent to Adult Basic Education, and a promoter to innovative thinking. This form of visibility is a healthy endorsement for the entire staff.

The program director may take an active role in recruiting because of his community ties. These same community ties provide an opportunity to promote HOMEBOUND/CLUSTER-ABE activities.

Program Supervisor

This title is generally applied to the supervisor of teachers. In this case, it is supervision of the coordinating teacher and paraprofessionals called teacher aides. The program supervisor acts as an assistant to the program director. The program supervisor administers the Adult Basic Education budget of which the HOMEBOUND/CLUSTER-ABE is a part. The program supervisor contributes to the organization, expansion, and transition of HOMEBOUND/CLUSTER-ABE. Duties of this position include representing the program director in meetings with community-based organizations. Regular consultations with federal officials to insure compliance with federal guidelines are a matter of routine for this position.

The several broad areas of concern mentioned here are directly assigned to this role. The program supervisor may perform this role much as a school principal or department head in a small urban or rural school district. The assignments include:

Organization

Composes initial proposal and budget for HOMEBOUND/CLUSTER-ABE followed by directives for dispersment of funds. The program supervisor participates in interviewing, hiring and evaluation of the coordinating teacher and teacher aides. The supervisor also determines the appropriate educational delivery system best suited to a given site. Working hours for each teacher aide, as well as number of days of service per year, are also decided by the program supervisor.

Expansion

Determining the apportionment of funds effects the expansion of the HOMEBOUND/CLUSTER-ABE. Expansion is also effected by the program supervisor's decision to employ more staff personnel, and in direct proportion expands the entire enrollment. Initiation of the establishment of new HOMEBOUND/CLUSTER-ABE groups in community-based locations, previously unserved, emanates from this office. Within the realm of this position is the possibility of promotion of the program when attending meetings and conferences.

Transition

Upon notification from the coordinating teacher that a given HOMEBOUND/

Transition

CLUSTER-ABE group has established an attending enrollment exceeding the limits assigned to HOMEBOUND/CLUSTER-ABE, the program supervisor studies the feasibility of changing the status of the HOMEBOUND/CLUSTER-ABE to a class with an assigned certified teacher. Once this has been established, a search for a certified teacher begins. The period of time and processes involved are called "the transition". In an example taken from record, the role of the program supervisor is clearly defined. A HOMEBOUND/CLUSTER-ABE unit was established after an agency requested instructional services from the public schools. The specific agency had no means to prove its potential for recruitment, and did not merit investment of ABE funds. HOMEBOUND/CLUSTER-ABE as an alternative was proposed. Within a year the noteworthy accomplishments of several HOMEBOUND/CLUSTER-ABE students acquiring the GED stimulated neighborhood acceptance, which resulted in increased enrollment. The HOMEBOUND/CLUSTER-ABE had developed into a tailor-made class. After satisfactory evaluation the program supervisor carried out a teacher search and completed the change in status from a HOMEBOUND/CLUSTER-ABE to a standard ABE class. The carefully executed transfer from teacher aide to teacher was enacted harmoniously through the triad team of coordinating teacher, teacher, and teacher aide under the program supervisor's direction.

Principal In Charge

The field instructional delivery system requires a centrally located management office. This office operates under the direct authority of a school principal. The office in the model described herein is located in a functional Adult Continuing Education Center. The entire staff, coordinating teacher, and teacher aides are formally attached to this school. The principal's dual contributions are that of facilitator and duly authorized school leader-administrator. The evaluation of each staff person in the program is under his direction. All records relative to teacher or teacher aide payroll, employee benefits, or sick leave authorization are transacted through the person in this position or duly assigned delegates.

The several broad areas of concern mentioned here are directly assigned to this role.

Staff Supervision

The coordinating teacher responds directly to this person for daily supervision

and is subject to regular formal appraisals by this person. Teacher aides in the same manner are indirectly supervised by the principal-in-charge in cases of non-performance or poor performance of assigned duties; this person is the legal and proper authority.

Procurement of Materials

Instructional materials, supplies, and equipment, which are needed to keep the program operating efficiently, are ordered and authorized by this person based on budget factors supplied by the program director. The space for the central management office of this field activity is provided by this person.

Leadership and Authority

The typical role of principal is especially challenged by the demands created by a field delivery service. The principal adds to the success of HOMEBOUND/CLUSTER-ABE by employing every opportunity for direct and visible leadership. Acknowledging the teacher aides as paraprofessionals and including them in joint meetings with the coordinating teacher, classroom teachers, and supervisors builds self-esteem and cohesiveness of the group. The principal is in a unique position to both foster, trust and bestow recognition needed by the paraprofessional group. Since he acts as a promoter and recruiter, the principal can reinforce the tutorial skills developed by the teacher aides by including them whenever feasible in staff meetings or Staff Development sessions. Although school district policies are always the duty bound code of the principal; he must explain and enforce a flexible and encouraging attitude as a leader, which is vital to HOMEBOUND/CLUSTER-ABE.

Coordinating Teacher

This role is typical in many aspects. While it requires the normally stipulated valid certification and teacher experience, it is not a classroom-oriented position. The role is both a leader of in-service instruction of assigned teacher aides and a conductor of communication from and to the community. This is not an administrative position. A job description from official records exemplifies this role best.

Educational Requirements: Valid teaching certificate. Teaching experience covering a broad scope of socially, economically and educationally deprived learners.

Coordinating Teacher

Job Description:	Liaison between Continuing Education Branch director, program supervisor or principal/ director of school/agency where unit is based. Act as a sounding board and arbitrator for community agency, agency counselor and teacher aides. Establish workable schedule for HOMEBOUND/CLUSTER-ABE units and placement of teacher aides.
Special Skills:	The ability to communicate effectively. The coordinating teacher must interact with adult learners, teachers, local supervisors, administrators, state, federal, and regional project leaders, as well as, locally based group leaders. Ability to write clear, concise and accurate reports for presentation at local, state and federal levels. Experience and ability to plan and conduct meetings and training sessions for HOMEBOUND/CLUSTER-ABE staff members.
Performance Responsibilities:	Train teacher aides assigned to HOMEBOUND/ CLUSTER-ABE. Schedule teacher aide testing, recruitment, instruction, record keeping and special counseling. Lead ABE and HOMEBOUND/CLUSTER-ABE staff and training activities. Maintain field contact with teacher aides. Respond to public inquiries (phone or written) directed to the HOMEBOUND/CLUSTER-ABE office.

Coordinating Teacher

Performance Responsibilities:

Design strategies and methods for increasing HOMEBOUND/CLUSTER-ABE enrollment through interaction with service organizations, neighborhood leaders, and public media.

Attend meetings, conferences, and workshops related to organization, coordination, implementation and growth of HOMEBOUND/CLUSTER-ABE.

Review new instructional materials, teaching methods, or research studies which contribute to the increase of HOMEBOUND/CLUSTER-ABE enrollment or effectiveness of instruction.

Perform any tasks which may be assigned by direct superiors.

The term of employment of the coordinating teacher and the evaluation of performance are determined in accordance with the provisions of the Board of Education and its established policies.

Teacher Aides

Again the job description of record for this position exemplifies best this role. Success of the entire effort depends on the successful performance of duties assigned to this position.

Educational Requirements:

High School graduate or GED.

Requirements:
(As stated by the State Board of Education)

Experience working with economically deprived adults.

A genuine interest in people.

The ability to work and communicate harmoniously with others.

Willingness to accept and execute assigned responsibilities.

Teacher Aides

Educational Requirements:	Maturity in actions and general demeanor.
	Adaptability in working with various ethnic groups making up staff and student body.
Personal Requirements:	Exhibition of proper attitude toward confidential information.
	Projection of a clean, neat, and well-groomed appearance.
	Possess a pleasing, well-modulated voice.
	Ability to meet health requirements.
	Understanding of the school community (ideally residing within it).
	Depenability.
	Good character
Job Description:	Promotion, recruitment, and maintenance of individual HOMEBOUND/CLUSTER-ABE group.
	Instructional activities leadership.
	Checking of instructional materials.
	Attendance record keeping.
	Preparation and submission of required reports within specified time limits.
	Administration and scoring of standardized testing materials under supervision.
	Prescription of instructional material under guidance of the coordinating teacher.

Teacher Aides

Job Description:

- Attendance at ABE Staff Development Sessions.
- Participation in initial training of new staff members.
- Fulfillment of assigned office duties.

Special Skills:

- The ability to motivate students.
- Good communication skills.
- Social and personal awareness to prevent unfavorable situations by recognizing the symptoms.
- Cooperativeness in working with others for the mutual benefit of all.

Performance Resibilities: (This area includes personal attitudes, application of educational theories, and educational skills development).

Personal Attitudes	Educational Theory Application
Awareness of relationship to peers.	(These are needed to create a positive learning atmosphere.)
Realization of representation of Board of Education at work in the community.	Awareness of factors influencing learning.
Confidentiality regarding student's problems and records.	Respect for individual differences -- recognize potential and establish realistic goals.
A sympathic and understanding concern of people.	Recognition of teacher's and student's needs.
Dependability and punctuality in regard to specific assignments.	Knowledge of effect of physical well-being on performance.

Teacher Aides

Personal Attitudes	Educational Theory Application
Adaptability to changing situations.	A realization of the importance of routine and organization on learning.
Acceptance of supervision and a good relationship with all staff members.	Display of an encouraging attitude.
A demonstration of interest in self-improvement.	Tolerance and understanding.
Concise writing and speaking skills.	
Appropriate dress, good grooming, and personal hygiene.	

Skills Development Needed for all Phases of Performance:

Development of appropriate repertory of skills, as they may be needed, for successful performance of the position.

Development of neatness and accuracy in classroom clerical skills.

Learn to reinforce the directions of the coordinating teacher.

Become familiar with methods of duplication of instructional materials that are available for use within the program.

At all times exercise correct writing, spelling, and grammar in carrying out instructional activities.

Enrollees in HOMEBOUND/CLUSTER-ABE

Although enrollees do not have job descriptions, there are requirements that must be considered, as they are also participants and must fall into one of the groups listed below:

- Must be 16 years or older (out of school youth).
- Older adults with family or personal problems, senior citizens, etc.

Enrollees in HOMEBOUND/CLUSTER-ABE

- Persons bound to their immediate community because of time or resources.
- Parents of pre-school or shool age children.
- Mentally or physically handicapped, those with difficulties coping with large groups.
- Undereducated or socially disadvantaged employees.
- Newcomers unaware of other programs or with transportation problems.

CHAPTER SEVEN: Personal Motivation of Enrollees

WHAT MAKES A PERSON FEEL THE NEED TO ATTEND A HOMEBOUND/CLUSTER-ABE CLASS?

The reasons determining participation of a person in HOMEBOUND/CLUSTER-ABE are as varied and uniquely different as the number of people enrolled in the combined units. There are, however, certain common elements which can be found predominant in all groups. It is these factors which are discussed below.

Why the individual did not complete basic schooling through the completion of the high school level is the first factor to be considered. Adults over twenty-five most often left school because of social or economic pressures,such as, early marriage, illness or death of the major financial supporter of the family, or poor academic achievement. For those under age twenty-five, some type of social maladjustment may be the cause -- the inability to function in a structured environment or to endure the daily routine of the established educational system. For both groups a common cause is a deficiency in basic skills, making it difficult to cope academically and to find insufficient remedial opportunities have been available.

To help alleviate some of the economic stress involved when attending regularly scheduled classes and working full time are too demanding, work-study programs such as YIEPP (Youth Employment and Demonstration Projects Act of 1977, Public Law 95-31, amended by Youth Incentive Entitlement Pilot Project) have been established. The guidelines of such programs often limit those who participate, leaving large groups unassisted in their quest for personal betterment.

In general, the various personal goals and expectations of HOMEBOUND/CLUSTER-ABE enrollees can be narrowed down into the following:

- Improvement of personal image and self-esteem
- Meeting of minimum standards for work-study or future job training
- Improvement of educational status to obtain advancement on the job
- Obtaining a GED for the purpose of getting more formal educational or advanced training
- A social outlet providing group interaction for those deprived of it because of age, change in marital status, mental or physical handicaps

Each of the five points above deserve in-depth consideration as they may play an important part in understanding the needs of the HOMEBOUND/CLUSTER-ABE enrollees.

CHAPTER SEVEN: (Continued)

Improvement of Self-Esteem:

Many adults who have academic ability but who left school early feel inferior and look upon high school completion as a status symbol. Children are often the catalysts which cause parents to return to classes either directly through their urging or because parents often feel that their children look down on them. The desire of parents to help their children with homework may also spur them to improve their basic skills.

In the world of work, many employees are hampered in their advancement because of the lack of a high school diploma, and must remain in a dead-end position unless they complete their diploma requirements or earn the GED certificate. On the job they often feel threatened by younger employees who have a higher academic achievement level.

Satisfactory completion of the GED tests gives many of these students a new found confidence in themselves. Some report they now are able to solve some of their other problems and broaden expectations of themselves and their children. They become more involved in their communities and have a new awareness of the social, political, and economic factors which affect their lives. Many minorities and women find new opportunities place more demands on them. Some review or improve basic skills so that they will be able to perform efficiently in their new roles.

Meeting Minimum Training Standards

Many training programs have predetermined basic educational requirements that aspirants must attain before entrance into the program can become a reality. HOMEBOUND/CLUSTER-ABE has the facility to bring the able student to the desired level of achievement to fulfill such requirements. Preparation for Civil Service or other employment related tests can be effectively brought about through review of basic level skills and the gaining of knowledge in new areas.

Improvement To Obtain Job Advancement

Many members of the older work force obtained their jobs before a high school diploma was a requirement for employment. Now they find that to retain their present position or to receive any advancement for which their experience qualifies them, they must obtain their GED. Specialized job training provided by the employer may also require the GED or other basic skills which the HOMEBOUND/CLUSTER-ABE unit can help to provide.

The GED to Obtain Further Formal Education

Often students have definite plans to better themselves through college or university training in their chosen field. The GED certificate is acceptable for entrance in most junior colleges or liberal arts courses in lieu of the standard high school diploma. Many of those qualifying for educational grants must also have a GED certificate before the grant will be awarded.

A Social Outlet - Group Interaction

Education is not solely reserved to books and academic materials. Many adults in today's society have few opportunities to share ideas or simply talk out their daily problems or frustrations. Enrollees in HOMEBOUND/CLUSTER-ABE find that through the informal setting they have a freedom to express themselves openly, often finding others in their group share similar difficulties and perhaps even have a solution. They have the opportunity to meet new people who share similar interests. Many group members look forward to coffee breaks and may even provide cake or cookies to be shared by all. The environment is unthreatening. The teacher aide, who is paraprofessional, reportedly seems to some enrollees someone closer to their status in the community and therefore more accessible than a regular certified teacher. The teacher aide is a person with whom they can admit their weaknesses without embarrassment.

Although most of the aforementioned motivating factors are common to all types of ABE classes the following are specifically applied to the HOMEBOUND/CLUSTER-ABE:

The unit employs a teacher aide
Because of smaller numbers, each student may receive more personalized attention
There are fewer meetings per week than standard ABE class schedule
Better economic use of materials and the teacher aide stretches funds
More informality and flexibility than regular ABE classes helps students
Persons limited by social, physical or emotional handicaps to function in large groups can be helped in appropriately sheltered environments

A general survey of enrollees in the HOMEBOUND/CLUSTER-ABE program has provided an insight into their personal feelings about the values thereof. The following page lists the results.

WHY THEY ENROLL

HOMEBOUND/CLUSTER-ABE students reported on Personal Data forms the following list of reasons for enrollment in Homebound/Cluster ABE:

Personal Image and Self-Esteem

- To please their children
- To feel better about themselves
- To improve reading
- To build self-confidence
- To up-grade mathematical skills
- To achieve a personal goal
- To complete high school
- To broaden interests

Minimum Standard for Work-Study/Job Training

- To meet minimum standards for program
- To fulfill requirements to stay in program
- To prepare for preemployment testing
- To improve basic vocabulary
- To review basics for on-the-job training
- To learn new or specialized vocabulary
- To improve inter-personal relations
- To learn on job opportunities and job skills requirements

Formal Education

- To enroll in Community College
- To enroll in Technical College
- To obtain a degree
- To qualify for mid-management training

Social Outlet and Group Interaction

- To meet friends
- To discuss children and their problems
- To share household tips
- To discuss current social issues
- To discuss future plans
- To participate in community affairs

CHAPTER EIGHT: HOMEBOUND/CLUSTER-ABE Management

WHY IS ORGANIZATION NECESSARY?

Since the effective and efficient operation of any program is based on effective management, the HOMEBOUND/CLUSTER-ABE unit must be operated in like manner, and achieve this goal through a simple line of authority with each organizational facet clearly defined. Although each unit is uniquely independent, each component is nonetheless an integral part of the whole program and must work harmoniously within the established structural boundaries.

Starting each new school year presents annual organization challenge. Management in the HOMEBOUND/CLUSTER-ABE program has varying requirements at different times of the school year. The first phase, with a standard procedure, occurs at the start of the school year and consists of the following activities:

- Coordinating Teacher makes assignment of Teacher Aides to predetermined HOMEBOUND/CLUSTER-ABE sites.

- Entire staff coordinates efforts in working out recruiting and promotional campaign. (See previous chapters.)

- The HOMEBOUND/CLUSTER-ABE group is set up by the Teacher Aide who is assigned to a group.

- Contacts are made with the individual students establishing days and times of group meetings.

- Schedules for each Teacher Aide are filed. These will show any delays, changes, or other factors having bearing on the class, and are to be kept current throughout the year.

Although assignment is for the entire school year Teacher Aides may be changed for various reasons. Examples of such are: shutdown of a HOMEBOUND/CLUSTER-ABE group, establishment of a group at a new site, or the hiring of a new Teacher Aide. The shutdown of a site may also cause redistribution of personnel to equalize work load.

New Teacher Aides are scheduled for intensive training at this time. Experienced Teacher Aides are assigned, during their office duty time, to review materials with the new Teacher Aides. The new Teacher Aide is first assigned to work with a

student nearing completion of his individual prescription or in an established HOMEBOUND/CLUSTER-ABE group. The new Teacher Aide is paired with an experienced Teacher Aide in an established group for a short period of time to gain field experience.

At the start of the school year any new records or methods for record-keeping to be used, are reviewed. Students' personal or confidential information is kept at the central office location. These are used in preparing statistical reports, attendance, and completion records. These records are kept up-to-date during the year by utilizing office duty time, and are a valid source of information in compiling the student's program of remediation.

The second aspect of effective management is a continuous procedure being repeated by each Teacher Aide within each HOMEBOUND/CLUSTER-ABE unit. Although each Teacher Aide may make slight variations in this procedure, due to differences of enrollees, sites, and needs, the basic format is as follows:

- All Personal forms are filled out on first meeting. If time allows diagnostic tests are taken. Discussion with the enrollee will help to initiate the remedial program after basic goals are set up.

- The Teacher Aide then discusses both the long-range and short-term goals of the student, with the Coordinating Teacher. The diagnostic test scores are analyzed and a remedial program is set up.

- Each individual student is assessed, but some grouping is used to provide a common setting for those striving to reach a common goal, such as remedial reading, GED preparation, etc. The Teacher Aide should have some type of personal contact with each student, either informally (before or after the scheduled time) or in a more formal way during the session.

- Certain common interest topics can be brought before the entire unit as a whole, thus providing interaction between the Teacher Aides and individual student as well as among the enrollees. Adult Performance Level materials are well suited to this type of approach.

Once the HOMEBOUND/CLUSTER-ABE unit has been established there are basic management procedures to be followed on a class by class basis, and should be followed as regular routine.

Intake

Students should complete personal data forms, which are then checked by the Teacher Aides to make sure all required information has been entered. Brochures containing information on the Adult Basic Education program are distributed by either the Teacher Aides or agency volunteers.

Orientation

Diagnostic testing is begun in the first meeting, with immediate scoring, and some remedial work is assigned. Subsequent meetings are used to complete the battery of tests. After all scoring has been completed, the teacher aide discusses the results with the enrollee and plans are made to reach certain long term and short range goals. A remedial prescription is established, while all progress reports are kept with the prescription in the student's folder.

Record-Keeping Procedures

Each student has a folder which contains the initial test results, remedial prescription, and progress reports. This active file is used to keep abreast of the enrollee's advancement and should show periodic assessment of progress.

Instructional Procedures

Each student ideally is given a percentage of the Teacher Aide's instruction time for individual help. However, the individualized approach can be augmented with small group instruction by dividing the students according to their levels of progress, allowing one group to proceed on its own while a presentation of new material can be given to the other. (This method is well suited to presentation of new material such as geometry or algebra for GED students.) A third system is to have all students work as one. This, however, is limited to those topics which are suited to all members of the group, such as Adult Performance Level materials. Each of the above procedures is of value but should be used with discretion, as only one, or a particular combination of two or all three is suited to a particular HOMEBOUND/CLUSTER-ABE unit.

Transition Plan

Because HOMEBOUND/CLUSTER-ABE has the potential for growth, so that any given unit may reach proportions that will qualify them to have a certified teacher assigned, therefore, a necessity is to have a preconceived plan set to go into operation at any time such factors may become a reality. The organizational skills of the teacher aide are crucial in holding the group together until a certified teacher can be assigned, and then a gradual change will prove to be more advantageous to all concerned.

CHAPTER NINE: Field Activity Data

WHAT FACTS MUST BE RECORDED?

The Teacher Aides for HOMEBOUND/CLUSTER-ABE are responsible for maintaining the same records as all regular ABE teachers, plus other forms peculiar to their specific work. One such form enables the Coordinating Teacher to keep in touch with the Teacher Aides at all times. This allows schedule changes to be made with an economy of effort. A brief description of the specific types of forms essential to HOMEBOUND/CLUSTER-ABE operations follows.

Daily Itinerary

Each Teacher Aide has the task of recruiting and promoting, which necessitates much external activity, differing considerably from the norm of classroom routine. Thus, particularly in the first weeks of each school year, a daily itinerary, or "log", is kept, detailing the sites visited during that day and the contacts made. Pertinent facts regarding the visitation are also noted. This is developed in the HOMEBOUND/CLUSTER-ABE office where it is retained until the Teacher Aide reports back in from assigned field activities. As the school year progresses scheduled appointments may change and a new Daily Itinerary is filed in the HOMEBOUND/CLUSTER-ABE office.

Mileage

During the first week of a newly scheduled period, the Teacher Aide is required to keep records of both the time and itemized listing of mileage used in completing the scheduled assignment. Computation of mileage between assigned tutoring locations is used on monthly reports submitted for reimbursement.

Enrollment

A special form is used to maintain a list of active enrollees in the HOMEBOUND/CLUSTER-ABE unit. The same form may be used simultaneously by agency personnel in keeping their attendance records.

The unique aspects of the HOMEBOUND/CLUSTER-ABE program cause the Teacher Aide to be a "turtle" - one which must carry its house along, wherever it goes. The Teacher Aide has no permanent assigned work location, and must work out of an automobile. Although official activity records are permanently placed in files in the Coordinating Center Office, the ongoing or in-process records must be transported daily. All required materials, forms, and records must be readily available as the Teacher Aide progresses through a day's schedule, moving from one location to the next. Each Teacher Aide develops a method which works conveniently and is based on the individual assignments.

One Teacher Aide has found a standard notebook can keep her records at her finger tips. Before filing personal data forms, one page of the notebook is set aside for the new student; giving name, address, and phone number. After the initial diagnostic testing is completed those scores are added to the student's page and areas of remediation are noted, academic progress and re-testing details are also entered here. Thus a simple turn of a page will produce all necessary information at a glance. For another Teacher Aide, a similar method consists of a card box containing a separate 3" x 5" file card for each student. It, too, is easy to carry and provides easy accessibility to needed information. Another "box" system includes packing individual materials and folders for each location in a separate box which can be taken into each site as it's needed and returned to the trunk of the car after each class session.

Reports Used by ABE and HOMEBOUND/CLUSTER-ABE

(Samples of these forms are included at the end of the chapter.)

Personal Date/Impact Sheets

These forms give the needed personal information needed for completing the impact report. This set of four forms should be completed as soon after the student enrolls as possible.

Statistical Report

A monthly report, prepared for each class, reports attendance and enrollment. This form provides a day-by-day record of changes in enrollment as well as the average attendance.

Monthly Report

New enrollees and active membership is reported each month for compilation of a state report. This coincides with the facts reported in the statistical report for the same time period.

Student Folders

A folder is kept for each student containing the student's test scores and personal data/impact sheets. These folders are kept in the HOMEBOUND/CLUSTER -ABE office for easy access in making out the above reports.

Due dates for reports are posted in the office of the Coordinating Teacher. The Teacher Aides use office duty time to complete reports or make any corrections in information in the student files.

ABE-HOMEBOUND AND CLUSTER-ABE

ENROLLMENT

NAME _____
ADDRESS _____
PHONE _____DOB _____SEX _____RACE _____

NAME _____
ADDRESS _____
PHONE _____DOB _____ SEX _____RACE _____

NAME _____
ADDRESS _____
PHONE _____ DOB _____SEX _____RACE _____

NAME _____
ADDRESS _____
PHONE _____DOB _____SEX _____ RACE _____

NAME _____
ADDRESS _____
PHONE _____ DOB _____ _SEX _____ RACE _____

NAME _____
ADDRESS _____
PHONE _____ DOB _____SEX _____ RACE _____

NAME _____
ADDRESS _____
PHONE _____ DOB _____SEX _____ RACE _____

NAME _____
ADDRESS _____
PHONE _____DOB _____SEX _____RACE _____

NAME _____
ADDRESS _____
PHONE _____ DOB _____SEX _____ RACE _____

CONTINUING EDUCATION BRANCH - ADULT BASIC EDUCATION
PERSONAL DATA SHEET

DATE: _____

NAME (please print) _____
(first) (middle) (last)

ADDRESS: _____
(no.) (street)

City: _____ State: _____ Zip code: _____

Phone: _____ Social Security No: _____

STATISTICS:

Date of birth: _____ Citizen: Yes _____ No _____

Birthplace: City _____ State _____ Country _____

Single _____ Married _____ Separated _____ Divorced _____ Widow/er _____

Name of husband or wife _____ Number of children in household _____

Veteran: Yes _____ No _____ Driver's License: Yes _____ No _____

Registered to vote: Yes _____ No _____

SOURCE OF INCOME:

1. Employed:
   No _____ Yes _____ What hours do you work? _____

2. Public Assistance:
   No _____ Yes _____ If yes, check program below.

Welfare:	ADC ____	Soc. Sec.:	SSI ____	Unemploy. Ben.	_____
	GR ____		Educ. ____	BVR	_____
WIN	_____		Retired ____	Workman's Comp.	_____
CETA	_____		Disabled ____	Other benefits	_____
YIEPP	_____	Veteran's Admin.	____		

3. Other means of support: _____

REFERRED BY: Friend/relative _____ Welfare _____ YIEPP _____
Soc. Ser. Center (Guilford) _____ WIN _____ BVR _____
CETA _____ Other _____

EDUCATION:

Last Day School _____
(name of school) (year you left) (reason you left)

Highest grade completed: _____ Diploma: Yes _____ No _____

Adult programs: _____
(name of school) (year you left) (courses taken)

_____
(name of school) (year you left) (courses taken)

List credits or certificates earned: _____

EMPLOYMENT:

	Name of Company	Work you did	DATES From	To	reason you left
Present job					
Last job					
Longest job					
Other work					

INTERESTS & GOALS:

Check any items below that would be of interest to you:

_____GED

_____Driver's License

_____Registering to vote

_____Career or job study

_____ U.S. citizenship

_____ Income Tax Forms

_____ Money Management

_____ Other (name) _____

What special interests or hobbies do you have? _____

_____

What kind of jobs or career are you interested in? _____

_____

What training or education will you need to reach this goal? _____

_____

In what way do you think the Adult Basic Education classes can help you? _____

_____

PERSONAL ARRANGEMENTS

Have you arranged for:

1. Child care? _____
2. Transporation _____
3. Time for your class? _____
4. Money for living expenses? _____

For teacher use

NEEDS AND FOLLOW-UP: (Based on current or tentative goal)

Reading improvement needed _____ grade levels

Math improvement needed _____ grade levels

Other Requirements _____

Rough estimate to reach short or long term goal _____

Suggested retest date _____

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1978 - 1979
CINCINNATI PUBLIC SCHOOLS
CONTINUING EDUCATION BRANCH - ADULT BASIC EDUCATION
SUPPLEMENTARY IMPACT FORM

GUIDELINES: Fill in each item of information on this form for every student at entry. At the 150 hour class completion (or class closing), compute a final SUPPLEMENTARY IMPACT FORM which contains the totals for each item of information tabulated from the individual forms of all students enrolled in that class for at least 12 hours.

Name: _____ Date of Entry: _____ Separation/ Completion _____

Birthplace: Ohio _____ Other State _____ Foreign _____

*Age _____ Sex _____ Race: Alaskan Natives or American Indians _____

Black _____ Asian or Pacific Islander _____ Hispanic _____ Other _____

Observable Physically Handicapped: Yes _____ No _____

Identified Learning Disability: Yes _____ No _____

Referred By:

_____ A. Advertising (Brochures, etc.)
_____ B. Bureau of Employ. Services
_____ C. Bureau of Voc. Rehabil.
_____ D. CAC - Employ./Train. Div.
_____ E. City Health Department
_____ F. County Health Department
_____ G. County (Ham.) Welfare Dep't.
_____ H. Friend/Relative
_____ I. Local Business & Industry
_____ J. Local Churches
_____ K. Recruitment
_____ L. Social Ser. Center, CPS's
_____ M. Veterans Administration
_____ N. WIN
_____ O. YIEPP
_____ P. Others, please specify

Education: Check one

_____ Left formal school 0-4 grade
_____ Left formal school 5-8 grade
_____ Left formal school 9-12 grade

Veteran: Yes _____ No _____

Children in Household _____ (give number)

* Use this line to tabulate Table I for the 150 hour report.

1978 - 1979
PROGRAM IMPACT

Guidelines: Column B of this form should be filled out for every student at entry. At completion of 150 hours or withdrawal after at least 12 hours, whichever occurs first, fill out any items in column C that apply.

The total of item I plus item 2 must equal total enrollment.

At completion of class, tabulate individual forms onto class form and send tabulations to the counselor along with Table I and tabulations for Table II and the Supplementary Impact Form. ALSO SEND ALL PRE AND POST TEST SCORES.

NAME _____ DATE OF ENTRY _____ SEPARATION/COMPLETION _____

A.	B. Upon Entry	C. Upon Separation
1. Employed		
2. Unemployed		
*3. Receiving Public Assistance		
4. Enrolled in WIN program		
5. Completed A.B.E. program through eighth grade (see Table II, part A, line 1 C)	xxxxxxxxxxxx xxxxxxxxxxxx	
6. Passed G.E.D.	xxxxxxxxxxxx xxxxxxxxxxxx	
7. Enrolled in Adult Secondary Education after completing A.B.E.	xxxxxxxxxxxx xxxxxxxxxxxx	
8. Graduated from Adult Secondary Education after starting in A.B.E.	xxxxxxxxxxxx xxxxxxxxxxxx	
9. Enrolled in either education/ training program (Employee development, college, business or technical institute, correspondence, other Federal, State or local manpower program as a result of experience in program)		
10. Obtained a job	xxxxxxxxxxx xxxxxxxxxxx	
11. Changed to or were upgraded to a better job	xxxxxxxxxxx xxxxxxxxxxx	
12. Registered to vote (first time)	xxxxxxxxxxx	
13. Received U.S. citizenship	xxxxxxxxxxx	
14. Received driver's license	xxxxxxxxxxx	
15. Received training in completing income tax forms.	xxxxxxxxxxx xxxxxxxxxxx	
16. Enrolled in A.B.E. classes established for institutionalized persons (Level I)		
17. Enrolled in Adult Secondary Education classes for institutionalized persons (Level II)		
18. Enrolled in program for persons of limited English speaking ability		

* see personal data sheet for definition of public assistance

1978 - 1979

TABLE II

NAME: _____

PARTICIPANT PROGRESS AND SEPARATION BY INSTRUCTIONAL LEVEL

GUIDELINES: Table II combines data on starting levels, completions, and separations.

Part A: Part A. column B should be filled in for each student upon entry. Since most teachers will use the reading score to determine instructional level, the entry levels here should be the same as that on the SUPPLEMENTARY IMPACT FORM reading levels.
WHEN TABULATIONS ARE COMPLETE FOR THE 150 HOUR REPORT, THE TOTAL IN PART A, LINE 3 MUST BE IDENTICAL WITH THE ETHNIC TABLE I TOTAL, LINE 4, COLUMN L.
Students who remained at least 12 hours should have either column C or column D filled in when they withdraw from the class. Withdrawn students who completed a level should be counted as completions in column C. Withdrawn students who did not complete a level should be entered in column D and the most appropriate reason should be checked in part B to explain the separation.
Students still enrolled at the end of the 150 hours should be entered into column C if they have completed a level at that time. If they have not completed a level, enter them in column D and check "class completion" in Part B as an explanation. Don't confuse class completion with completion of a goal.

Part B: When completely tabulated for the 150 hour report, the total in line 14, should be equal to the total in Part A, line 3, column D.

PART A. NUMBER OF PARTICIPANTS

(A) Instructional Level	grades	(B) Number Enrolled At Each Level	(C) Number Completed Each Level	(D) Number Separated From Each Level	Total of new enrollees since September, 1978
1. Level I	(1-8)		*		
2. Level II	(9-12)		**		
3. Total					

PART B. REASONS FOR SEPARATION (Give the number of separations)

1. To take a job (unemployed when entered program)		8. Because of child care problems	
2. To take a better job (employed when entered program)		9. Because of family problems	
3. To enter another training program		10. Because of time class/program is scheduled	
4. Met personal objective		11. Because of class/program termination or completion	
5. For lack of interest		12. For other known reasons (specify)	
6. Because of Health problems		13. For unknown reasons	
7. Because of transportation problems		14. Total	

* On the Impact Report, this number should be the same as line 5C on the Program Impact form.

** On the final Impact Report, this number should include at least as many or more students than line 6C on the Program Impact form.

Teacher's Name: _____

Location: _____

Days and Hours: _____

1978 - 1979
TABLE I
NUMBER OF PARTICIPANTS
BY RACE, SELECTED ETHNIC GROUPS, AGE (on entry) AND SEX

Guidelines: All the data for this table can be drawn from the starred (*) line on the SUPPLEMENTARY IMPACT FORM. Report age of student as of his first day of attendance in the program.

Every participant that completed 12 or more hours of instruction during the 150 hour period should be included in this table.

IMPORTANT: The total number of students reported in line 4, column L of this form (Table I) must agree exactly with the total figure reported on Table II, Part A, line 3, column B.

Age	American Indian or Alaskan Native		Black		Asian or Pacific Islander		Hispanic		Other Individuals Not Included in Cols. B thru I		TOTAL Cols. A thru K
A.	Male B.	Female C.	Male D.	Female E.	Male F.	Female G.	Male H.	Female I.	Male J.	Female K.	L.
1. 16-44											
2. 45-64											
3. 65 plus											
4. TOTAL											

"AMERICAN INDIAN or ALASKAN NATIVE" - A person having origins in any of the original peoples of North America. This category includes American Indians, Eskimos, and Aleuts.
"BLACK" - A person having origins in any of the Black racial groups. Do not include persons of Hispanic origin.
"ASIAN or PACIFIC ISLANDER" - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands and Samoa.
"HISPANIC" - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

INSTRUCTIONAL HOURS

Follow these steps to compute instructional hours for the 150 hour period:

1. List each monthly aggregate attendance from your statisticals, from your opening date _____ to your closing date _____.
2. Add up the aggregate attendance figures to get a total.
3. Multiply this total by the assignment hours per session.

1. List of monthly aggregate attendance

2. TOTAL

3.. Total x hours per session = instructional hours.

Instructional Hours. _____

CT Form M-40 (October 1974) See Directions on Reverse

EMPLOYEES MILEAGE REIMBURSEMENT

SCHOOL YEAR: 19_____

NAME_____
(Use Last Name, First Name, MI)

Office or School_____

DATE	FROM	TO	PURPOSE OF TRIP	MILES
			TOTAL MILES DRIVEN	

FOR OFFICE USE ONLY:

Total Miles Approved _____

Accounting Code_____

Approved by: _____
Signature & Title

I certify that the mileage listed on this claim is the true and correct number of miles that I drove in the discharge of business for the Cincinnati Public Schools and that I have not been previously reimbursed.

_____
(Full Payroll Signature)

DIRECTIONS FOR COMPLETING M-40 FORM

(Revised - October 1974)

1. Use ink or ballpoint pen to complete this form. Write legibly or print required information.

2. Record trips as they occur. Do not rely on your memory or "estimate" miles driven. Use the official mileage chart for distances between schools and the odometer reading on your car for other distances.

3. Mileage is to be recorded to the nearest half-mile and for ease of audit, use decimals. (Example: Record two and a half miles as: 2.5 instead of 2 1/2).

4. If more than one page is necessary, so note at the bottom of the first page "Continued on Page 2" and continue your record on the second page.

5. Submit your claim to your IMMEDIATE superior, who in turn will forward it to the appropriate Department Head for approval. Department Heads submit claims to the Office of the Clerk-Treasurer for payment. Claims submitted monthly by the 15th will be included for payment on the last working day of the month.

6. Reimbursement shall be at the rate in effect at the time the travel was performed. This rate covers all costs including parking charges.

7. Reimbursement may be claimed only for mileage driven in performing duties as an employee of the Cincinnati Public Schools including trips between school and office, between schools and to other places in pursuit of school duties. Be specific in indicating purpose of trip, i.e.: "attend curriculum meeting".

8. The obligation of the school district to make reimbursement for mileage under these Rules shall cease FOUR MONTHS after the date the mileage occured.

9. Submission of reports each month is encouraged regardless of the limited mileage involved. Accumulation of mileage over several months is discouraged.

CARL H. HEIMERDINGER
Clerk-Treasurer

CT Form M-40 (October 1974)
(Reverse Side)

Cincinnati Public Schools

Continuing Education Branch

Pre-Test Title-Form _____ Date _____ Post Test Title-Form _____ Date _____

Center: Teacher: Class:

Name	Reading			Arithmetic			Language				Reading			Arithmetic			Language				Tot Dif
	Voc	Comp	Total Rdg	Reas	Fund	Total Arith	Eng	Sp	Lang	Total Battery	Voc	Comp	Total Rdg	Reas	Fund	Total Arith	Eng	Sp	Lang	Total Battery	

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CONTACTS AND DISPOSITION OF REFERRALS

Inquirer Name Phone Number	ABE Staff	ABE Students	HB/ ABE	Ed. Center Office	District School	Agency	Adver-tising	Other	Date	Referred to for Enrollment

CHAPTER TEN: Adaptations For Small School Districts

Because the model described in the previous chapters operates in a major city, this chapter has been added to broaden the value of the project. The needs of smaller school districts is the primary concern in this chapter.

Five administrators from small school districts, two university representatives from Kentucky and Ohio, and two ABE teachers were included in the team invited to produce this chapter. They met for one full day to accomplish this objective.

At the beginning of the session they all read the entire manual. This was followed by a question and answer session. The project supervisor, teacher chairperson and editor were responders. The coordinating teacher and an instructor assistant were also available for questions. The next procedure was to assign to each consultant one chapter to study in detail. This done, they each proceeded to compose positive responses wherein smaller school districts might find adaptation models.

Consultants were free to develop individualized compositions which remain unedited to protect individual viewpoints.

Each submitted response is given a chapter number title, which refers to the first nine chapters in this manual. Consultants each identified themselves as noted at the start of each presentation.

The wider range of responses exemplifies the possibilities of adapting this delivery system. While concerns are presented which are not applicable to the model district, all list or imply solution.

Basically, a consensus is apparent which denotes the positive value in this type of instructional system and the recommendation for wider adoption or adaption.

Chapter 1 C.J. Bailey, Coordinator Morehead State University
ABE Teacher Training Project Morehead Kentucky
Dept. of Adult Counseling & Higher Education

If you are thinking about implementing a Homebound/CLUSTER-ABE program as modeled by the Cincinnati Public Schools but think it would need adapting to fit your local situation, the following discussion addresses itself to a few points that involve the training of ABE aides or paraprofessionals.

First, it is very important to put "up-front" a structure of coordination that includes the state department of adult education, local ABE program or programs and college or university. The reason for this is that your chances for success are greatly enhanced when all three agencies plan and work together. Your plan, however you decide to adopt this model, should include committment and personnel time from all three agencies.

Second, the planning stage for the training activities should not be dictated by any one agency but a combination of mutual imput and consideration of all three agencies. You do this because the three week training schedule included for the Cincinnati model may not fit your needs-thus, the most critical areas for training, that the aides will receive before starting work, will be agreed upon as the most beneficial.

Third, my recommendation for the most critical areas the aide will need to be trained in are:

1) A strong and clear orientation as to what they are getting into, i.e. the national ABE program, the state departments structure and the local ABE program that the aide will be a part of - you do this because it allows the aide to see they are a part of a team.

2) A good session on the charateristics of the adult student the aide will be working with - i.e. adults has many life experience; they have few frustration and failure in school; they may have a low self-image; they have an immediate goal; they need positive reinforcement of their accomplishment and abilities.

3) A session on diagnosing and developing a program of study for the adult student. Its very important to stress to the aide that the reason for diagnosing or testing a student be made very clear to their student.

4) Technique in the teaching of reading-especially for teaching the low level one or non-reading adult.

5) Instruction on the teaching of math. This is the main area that most aides are fearful of when they start work.

6) A practice session that allows the aide being trained to visit a student/ or students with and experience aide. This activity provides the new aide many insights to un-answered questions. Its most important to try and have this session.

Forth, who will provide this training? Here is where the university personnel fits well into the planning. It is possible to secure individuals from the cooperation university to provide training in specific areas on session. It is important to point out here that the university personnel who will be providing instruction be very aware of the home instruction program and that the aide will be working with adults. You do this so that the instructor will be more sensitive to the aides needs.

You may want to plan to include experienced ABE personnel to provide some areas of training. Also you could include in your training plan to invite consultants who have experience in training homebound paraprofessionals.

Fifth, I have a small ABE program and would like to start a homebound ABE program but could only employ maybe one or two paraprofessionals - how do I go about getting them trained?

You may have a couple alternatives: First, work with your state department of adult education and with their assistance try to identify other programs that would be interested in starting a homebound instruction progran and develop a consortium. This would allow a sufficient number of aides to be trained as a group.

Second, if this is not feasible your other alternative may be to contact an on-going homebound instruction program and request that you and your aides be allowed to visit and be trained by their experienced aides. This is done very often with pretty good success. Most ABE programs that have successful homebound paraprofessional program are proud of them and usually are willing to help you out.

A few final notes that are very important to stress with the aides during the training session are: clarify how important it is to "start slow" - that is get to know your materials well; have success with a few students - don't get an immediate overload of students because both you and your student will probably face frustration, confusion and failure - so build your student load slow and build your capability and confidence.

A closing note, for the benefit of the aide, should be the fact that their immediate supervisor understand that the aide will need their assistance very often in the beginning. Thus, the supervisor should be easily accessible to the aide via phone or face to face because it takes the supervisor to run "interference" for the aide when they encounter a situation they don't know what to do or where to turn. So the aide should know that they can turn to their supervisor for help and not get the run-around. This should be discussed in the training session.

Chapter 2

Max Way
Assistant Superintendent
Scioto Valley Schools
Pikeston, Ohio

Reactions to the material covered in this are based on personal experience in working with similar delivery systems for ABE in rural and small to medium size urban communities.

The need for such alternative delivery systems for ABE exists in every community. Chapter 2 covers both the need and purpose for such programs.

Certainly the promotion of such a program would come after the need and the mechanics for delivery of services has been established.

Chapter 2 adequately covers the means of promoting the program via direct action aimed at reaching the potential students within the community, and indirect - aimed at creating awareness, on the part of, and cooperation with the various agencies, groups, and individuals within the communities to be served.

It should be noted that once the Homebound/CLUSTER-ABE program is established that efforts to promote and recruit for the programs are minimalized. Successful ventures, such as these, become self-promoting and self-perpetuating. The promotional efforts related to site location - schools, agencies, communities centers, etc. - are most important. These cooperative ventures care go far toward solving problems for both service units and be highly successful in improving community and inter-agency relationships.

Promotion as set forth in this chapter embraces both the recruitment effort and delivery system environment. Much of the material in chapter three, - Location of Homebound/CLUSTER - ABE units, and chapter four, Recruiting Enrollee, are directly related to Chapter 2

Adult Basic Education programs wishing to adopt the Homebound/CLUSTER-ABE delivery system should make a thorough assessment of the various communities and populations to be served. Initial efforts might be targeted in one area on a pilot program basis.

The necessary program modification and problems solving related to a small concentrated effort can provide essential background knowledge necessary for appropriate program expansion.

In summary, Chapters 2, 3, and 4, cover promotion, recruitment and program location. The ideas put forth here have application to most ABE programs. Local modification or change would come about in the implementation phase at the local levie. Staff involved in such an effort must be given freedom to make these changes, within guidelines, that will improve the opportunities for service to the isolated and handicapped.

Chapter 3

Keith Edgar
ABE Program Leader
Warren City Schools
Warren, Ohio

Reference - Warren, Ohio Midsized city 65,000, also serve parts of Trumbull County, Ohio. 10 ABE centers of which: 1) Senior Citizen 1) Industrial - in Packand Electric 1) High School Setting 1) Joint Vocational 2) Mentally Handicapped 1) Elementary School 1) Church 1) Rural 1) Inner City. Present staff: 12 teachers, 4 aides.

Settings are very important and would require preliminary study. You stated in paragraph one that a knowledge of geographic areas and residents was needed. Who did the study and what means did you have to tie it together? (What about racial balance, etc. community advisory committee?)

I think you should give some examples of co-promoters or hosts for other programs to get a clearer idea.

Your CLUSTERS are aimed at serving a geographic area of five miles - this may not apply to other programs for several reasons - 1. if rural, five miles doesn't cover many people 2. if urban - a city like Warren does not have a transportation system of any kind and is not that large - thus in either case the square unit area will have to be determined individually.

Records of correspondence - in paragraph two, need to be clarified. What if there were numerious requests in one geographic location from differing agencies, - how do you decide - nice problem to have, doubt if it would occur.

Paragraph three - If you could not find space available in an agency, school, church, etc. would you go into a private home? If so, what problems might you encounter and should you address them in this report. These problems would likely be universal throughout the state.

Would your choice of location possibly turn off some people - better stated - has a study ever been done correlating location with attendance? Example - We hold a class at the Joint Vocational School (recently built, 1978) and have held classes at Kent St. University, Trumbull Branch. - Attracted big classes because students could say they were attending "classes" (not ABE) at Kent St. and left at that. Whereas if you choose an elementary building is there a stigma attached because at the level? Should this be addressed?

Paragraph four - mentioning the cooperating agency in the brochure seems like good P.R. practice - Are separate brochures made up for individual geographic areas or city wide distribution - possible benefits to doing it both ways.

Paragraph five - two weeks hardly seems like enough time for expecially if brochure printing is involved.

Some of the above suggestions really seem like nit picking. Seriously I think the Homebound/CLUSTER-ABE is very much needed if ABE is to continue serving the public.

I think the manual is very well written in a clear fashion which should also make it easily adaptable.

Suprisingly enough, there is a lot of relevance for our program - a lot of food for thought!

I know the amount of work which must have gone into a comprehensive manual such as this and congratulate you on adhering to a time schedule and getting it accomplished.

Presentations concerning the CLUSTER adaptability should be welcomed by program directors throughout the state.

Three other concerns come to mind.

1. Unions - does your local teacher union concur?
2. Protections for your aides - liability etc.
3. Does this concept promote segregation?

Good Job!

Chapter 4

LaVerne M. Fisher
Cincinnati Public Schools
Adult Basic Education Counselor
Cincinnati, Ohio

Promotion, recruitment, and referrals have the same end result for the program - getting students into Homebound/CLUSTER-ABE. Chapter 2 Promotion of Homebound/CLUSTER-ABE should be examined for other information pertaining to recruitment. The Contact and Disposition of Referrals form for this Chapter can also be used as a follow-up form for Chapter 2.

A major resource for recruiting students is the satisfied student. Flyers made by Instructor Assistants further promote community awareness. These flyers provide telephone numbers to call for more information about Homebound/CLUSTER-ABE.

These recruiting methods are unsophisticated. However they have been effective and the cost has been minimal.

Chapter 5

James R. Lyday
Director Community Education
Princeton City Schools
Cincinnati, Ohio

1. Travel -
   a. A map of the area to be served must be established. A copy should be on file and displayed if practical in the coordinators office shownig location and time schedule. The aide should have a supply that could be used as handout to students. A student maybe able to attend a center out of their neighborhood when going to or from work or picking up members of the family. Make-up classes might be done at different sites.
   b. Traffic Patterns must be considered in making up schedules some areas are at a stand still during rush hours.
   c. Mileage reporting and reimbursement will be in accordance with the school district's policy.

2. Instructional time -
   a. Three hour block of time is desirable but number of students, location, type of student may require some adaptation. Paragraph looks o.k.

3. Office Time -
   Time scheduled in the office should be planned to give the most benefit to aide and coordinating teacher. A Monday morning, Friday afternoon schedule would give student a chance to plan for the weekend and Monday morning to recover from the weekend. The aide could complete records, counsel with coordinating teacher on Friday afternoon and use Monday morning to put together plans materials and supplies for the week. The schedule will have to fit your program.

   There should be a reporting from the field each day - (I am of such and such on schedule or delayed by traffic will be 30 min. off schedule). This is well covered in the paragraph before the Mileage/ Student Ratio.

4. Mileage/Student Ratio
   Need to check and re-do this page

5. Maps - (Legend Lines)
   a. Might Name locations
   b. Might give some local information that would be helpful for students and use map as handout.

6. How is Economical Utilization of Staff Achieved?
   Two paragraphs well written -
   Two Comments
      a. Some plan should be set up to inform students in case of class change, etc.
      b. Try to plan for emergencies - Snoe, fire, tornadoes, etc.

Well written fits your case very well. Can be adopted to local programs.

Chapter 7

Rose Marie Brown, Coordinator
Adult Education
Middleton Public School
Middleton, Ohio

Goals of the Adult Basic Education student, with few variations, are the same in large, middle, and small communities. The implementor of a Homebound/ CLUSTER-ABE program needs to use the comprehensive information contained in chapter 7 as an impetus for planning CLUSTERS and training aides.

PLANNING

Careful research before beginning a CLUSTER could help in the preparation of appropriate recruitment materials. With the information in this chapter as a guide, the CLUSTER implementor should look at the potential site objectively. Questions need to be asked about the uniqueness of the area to be served. Who are the people? Why would they want to attend the ABE CLUSTER? For example, one potential CLUSTER near a factory could attract men and women interested in passing a maintenance test for advancement on the job. The scheduling of hours across a time shift could be arranged. A class in another location could attract women whose families are raised and find themselves unemployable, even untrainable because of their lack of basic skills. Finding out all there is to know about the potential enrollees could prove to be the single most influential factor to insure a successful CLUSTER.

TRAINING

I'm an aide training program, the motivation of adult students is the thread which needs to be woven in and out of every day's activities. If the ABE student does not see a reason for learning if the subject matter does relate to the student's goal, the enrollees motivation could prove only temporary Teacher aides need to learn techniques of short and long range goal setting.

The trainees also need an awareness that what a student states as the motivation for entering the CLUSTER, may not be the actual reason for attendance. Few students enter an ABE program verbalize "improvement of personal image and self-esteem" as a goal. They may check it on a form, but they will infrequently talk about "feeling better about myself." ABE as a social outlet is another reason seldom stated.

One of the most striking examples of the influence ABE has as a social outlet is the example of a divorced woman with five children who related upon entering ABE program that she hadn't spoken to another adult in six days. She is the same person who proudly announced that she fed her children cereal and milk three times a day because she had learned from television that it had "eight essential vitamins and minerals"! Her motivation for initially attending and eventually staying is complex.

Often a student will enter a program stating passage of the GED as the primary goal when learning to read better is really the learner's ambition. The teacher's aide needs to learn to listen with a "third" ear, sometimes hearing what the student is not saying.

Motivation adults has stiff competition. Adults have priorities in their lives, and Adult Basic Education isn't necessarily one of them. Economic pressures, family illness, amrital problems, and hundreds of obligations take precedence
over ABE. For this reason a teacher's aide often needs to learn never to "punish" a student for lack of attendance. The door must always be left open. When the student returns, the temptation is to say. "Where have you been?" When the response should be,

"Good to see you!"

Some teacher's aides are unconscious rewarders. They will naturally encourage students to move ahead toward their goal. Others need to learn the importance of consciously passing out "M&M'S. This is not to be confused with patronizing compliments, for the adult learner can usually spot phonies. A student should never leave a CLUSTER meeting without having achieved some success worthy of an appreciative word.

As students learn they need to reset goals. Sometimes this will be an affirmation of their previous chance often it will be helping them to stretch to heights thay never thought they coyld reach...and that's what it's all about!

Chapter 8

Robert Young
Director of Federal Programs
Warren County Board of Education
Warren, Ohio

In rural ABE programs a large staff does not exists as it does in large cities. Main differences would be:

a. In-service activities - These would be provided by the Director.

b. Other related activities - The aide would be given the added responsibility of seeking her own students (recruitment), promotional activities, etc.

c. Establishment of CLUSTER - Once the CLUSTER has been established the aide would remain there. In programs where money is available to hire certified teachers when enrollment increases, a transition may occur rather well. However, in most ABE programs financial problems do exist and I believe the aide once established at her CLUSTERS, should remain.

d. When new teacher aides are hired a training program will occur. However, in most cases, they would not be able to be assigned to an existing CLUSTER. In small programs there may be only one or two aides and the shifting would not be possible.

e. The first meeting between teacher and student would be more of a socialization meeting. Diagnostic testing would not be done at the initial meeting. Some forms could be completed at this first meeting.

f. Although a transition plan could be established once enrollment increases in small ABE programs it is unlikely to occur. The transition plan as established in the Homebound/CLUSTER-ABE is the hiring of a certified teacher once the class size increases. Financial problems will limit this program in small and rural areas.

Paragraph 1

Same as written

Paragraph 2

In rural ABE programs the sign of the staff limits the amount of inservice activities that occurs. The Director of the program will begin the school year by assigning various tasks to the teacher aides. The Director will work with the aide during the school year in such areas as the assignment of students, recruitment completing various forms, establishment of Homebound/ CLUSTER-ABE centers, etc.

Paragraph 3

In rural areas the teacher aide would not be changed from CLUSTER to CLUSTER unless attendance was such that the need for an aide did not exist. When enrollment increases the aide would still remain at the site. Help would be given through her through the Director.

Paragraph 4

New teacher aides hired at the beginning of the school year or during the school year would be given training by the Director. In smaller ABE programs there may not be other aides available to provide the training. Also, the new aide may be asked to recruit her own students and begin a new Homebound/CLUSTER-ABE group. There may not be an established group that she could begin working with when first hired.

Paragraph 5

The responsibility of maintaining records and files on students is the responsibility of the aide with assistance from the ABE Director.

Paragraph 6

All aides employed in the Homebound/CLUSTER will maintain the same reporting procedures. Slight variations may occur in this procedure.

The first meeting with the student will be more of a socialization meeting. Some forms may be completed at the first meeting but diagnostic tests will not be given untio possibly the second meeting.

Paragraph 7

Same as written

Paragraph 8

(Intake)

Paragraph 9

(Orientation)

First meeting is more of a socialization meeting. Some forms are completed. Diagnostic testing is not begun in the first meeting.

Paragraph 10

(Record-Keeping Procedures)

Students have access to their records. These records will be kept by the aide.

Paragraph 11

Same as written

Paragraph 12 (Transition Plan)

Even when enrollment expands, teacher aides would still be assigned to the CLUSTER. Budget limitations, in most cases would prevent programs from hiring certified teachers. Therefore, students and aides must realize that in nearly all cases where class size expands, the aide would still be assigned as their teacher. A certified teacher would not be hired.

Chapter 9

Bari H. King
ABE Agency Counselor
Cincinnati Public Schools
Cincinnati, Ohio

In an age which demands accountability, both programatic and fiscal, the importance of accurate record keeping or field activity data cannot be over emphasized. No matter how effective your teacher aides are in the field, their impact upon the total program must be documented. The solution of what to document and how to document it must be implemented by each individual program, within state and federal guidelines.

The Temporary Enrollment form is unique to the Homebound/CLUSTER-ABE program. Since many of the students enrolled in this program are developmentally disabled, Level I learners, or turned off by the trappings of a more traditional learning situation, this simple form creates little stress and allows the teacher aide to develop rapport and trust before having the student complete the more complex Personal Data Sheet.

The Personal Data Sheet is a form developed by Cincinnati to obtain student information needed for the Annual Report or Impact Report. This sheet can and should be adapted to meet the specific needs of each local program. The Program Impact, Supplementary Impact, Table I and Table II are taken from the previous years Annual Report. These records are maintained in each student's folder to make tabulation at the end of an instructional period less difficult.

Some of the information requested on the Personal Data Sheet can be interpreted as an "invasion of privacy." Information such as Date of Birth, Race, Sex, and Marital Status are items which are illegal to ask for employment consideration. At the present, we have not experienced any problems requesting this student information. Usually the teacher aides develop rapport and create a climate of mutual trust so that students are not threatened by revealing this information. Also, the teacher aide explains that this information is necessary for continued funding.

Test scores from one of the tests approved for local use are kept in each student's folder. These test scores are used to validate the effectiveness of teacher aides who report pre-test, post-test scores, and calculate the gains in student's scores at the end of an instructional period. Cincinnati has developed a form which allows the teacher aide to record this information.

The Statistical Report is a local form which is turned in monthly to the Principal - in - Charge. The Monthly Report is turned in each month to the Ohio State Department of Education. It includes Total Number Enrolled, Average Session Attendance, and Number of Students Withdrawn. The Homebound/CLUSTER-ABE staff reports a weekly aggregate attendance due to the nature of the program.

Record Keeping is an essential part of any education program. It is the responsibility of each local program to develop the most effective and efficient method of record keeping with in the framework of local needs. The Cincinnati model is one solution to this problem of accurate documentation.

CINCINNATI PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SERVICES
CONTINUING EDUCATION BRANCH
ADULT BASIC EDUCATION

SPECIAL DEMONSTRATION PROJECT - 309

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